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PROCEEDINGS

OF THE

LEGISLATIVE COUNCIL

OF THE GOVERNOR OF MADRAS

OFFICIAL REPORT

FIRST SESSION OF THE FOURTH LEGISLATIVE COUNCIL UNDER THE GOVERNMENT OF INDIA ACT, 1919

Monday, the 23rd March 1931



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MADRAS
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THE LEGISLATIVE COUNCIL OF THE GOVERNOR OF MADRAS.

Monday, the 23rd March 1931.

The House met at eleven of the clock, Mr. President (the hon. Mr. B. Ramachandra Reddi) in the Chair.

PRESENT:

Usman Sahib Bahadur, *Kt.*, The hon. Khan Bahadur Sir Mahomed.
Krishnan Nayar, *Kt.*, The hon. Diwan Bahadur Sir M.
Campbell, C.S.I., C.I.E., C.B.E., V.D., I.C.S., The hon. Mr. A. Y. G.
Stokes, C.S.I., C.I.E., I.C.S., The hon. Mr. H. G.
Muniswami Nayudu, The hon. Diwan Bahadur B.
Rajan, The hon. Mr. P. T.
Kumaraswami Reddiyar, The hon. Diwan Bahadur S.
Abdul Hameed Khan Sahib Bahadur.
Ahmed Meeran Sahib Bahadur.
Alamelumangathayarammal, Mrs. K.
Annamalai Chettiyar, Mr. S. A. A.
Arasu, Mr. V. T.
Ari Gowder, Mr. H. B.
Arogyaswami Mudaliyar, Diwan Bahadur R. N.
Basheer Ahmed Sayeed Sahib Bahadur.
Basu Dev, Mr. C.
Bayappa Reddi, Mr. P.
Bhanoji Rao, Mr. A. V.
Browning, Mr. W. M.
Davis, M.B.E., Mr. J. A.
Devadason, Mr. M.
Dharmalingam Pillai, Rao Sahib V.
Ellappa Chettiyar, Rao Bahadur S.
Foulkes, Mr. R.
Gopalaswami Mudaliyar, Diwan Bahadur M.
Harischandrudu Nayudu, Mr. A.
Hilton Brown, I.C.S., Mr
Indriah, Mr. C.
Jagannatha Raju, Rao Bahadur G.
Jagannatham, Mr. H. M.
Jayaram Nayudu, Rao Sahib C.
Kesava Ramamurti Nayudu, Mr. K.
Krishnan, Mr. C.
Kumara Raja of Venkatagiri.
Kuppuswami, Mr. J.
Madanagopal Nayudu, Mr. R.
Mahboob Ali Baig Sahib Bahadur.
Mahmud Schamnad Sahib Bahadur, Khan Bahadur.
Manikkavelu Nayakar, Mr. M. A.
Moidu Sahib Bahadur, Khan Bahadur T. M.
Moses, Mr. P. C.
Muhammad Meera Ravuttar Sahib Bahadur, K. P. V. S
Muniswami Pillai, Rao Sahib V. I.
Murugappa Chettiyar, Diwan Bahadur A. M. M.
Muthiah Chettiyar, Mr. M. A.
Nachiyappa Gounder, Mr. K. A.
Nadimuthu Pillai, Mr. A. Pl. N. V.
Nallatambi Sarkarai Manradiyar, Rai Bahadur N.
Nanjappah Bahadur, Subadar-Major S. A.
Narasimhaswami, Mr. D. V.
Narayanan Nambiyar, Mr. V. P.
Natesa Mudaliyar, Rao Bahadur C.
Palat, Mr. R. M.
Pannirselvam, Rao Bahadur A. T.
Pattabhiramayya, Mr. K.
Pooker Sahib Bahadur, B.
Premayya, Mr. G. R.
Rajagopala Pillai, Mr. P. V.
Raja of Bobbili.
Raja of Kallikote.
Raja of Parlakimedi.
Ramalingam Chettiyar, Rao Bahadur T. A.
Ramamurti, Pandit Ganala.
Ramamurti, I.C.S., Mr. S. V.
Raman Menon, Mr. K. P.
Ramaswami Ayyar, Mr. T. S.
Ramaswami Mudaliyar, Mr. V. M.
Ranganatha Mudaliyar, Mr. A.
Ranganatha Mudaliyar Mr. G.
Ranganatha Mudaliyar, Mr. M. D. T.
Rangaswami Reddi, Mr. M. B.
Ratnasabhapati Mudaliyar, Diwan Bahadur C. S.
Sahajanandam, Swami, A. S.
Sami Venkatachalam Chetti, Mr.
Shetty, Mr. A. B.
Siva Raj, Mr. N.
Soundara Pandian, Mr. W. P. A.
Sreshta, Mr. M. S.
Srinivasan, Rao Bahadur R.
Sriramulu, Mr. G
Subbarayan, Dr. P.
Subrahmanyam Chetti, Rao Sahib P.
Subrahmanya Bhatt, Mr. U. C.
Sundara Rao Nayudu, Mr. T.
Syed Tajudin Sahib Bahadur, Khan Sahib.
Vasudeva Pillai, Mr. V. G.
Vedachala Mudaliyar, Mr. M.
Venkatachala Reddiyar, Mr. K. C. M.
Venkataramayya, Rao Sahib Badeti.
Venugopal Nayudu, Rao Bahadur R. K.
Waddington, Mr. H
Watson, I.C.S., Mr. H. A.
Wright, Mr. W. O.
Yakub Hasan Sahib Bahadur.
Zamindar of Mirzapuram.
Zamindar of Kirlampudi.

I.—SWEARING IN OF MEMBERS.

The following Members made the prescribed oath or affirmation of allegiance to the Crown and took their seats ;—

The RAJA OF PARLAKIMEDI.

The RAJA OF KIRLAMPUDI.

II.—QUESTIONS AND ANSWERS

STARRED QUESTIONS

Education

Proposed disaffiliation of the Salem College.

* 674 Q.—Mr. K. A. NACHIYAPPA GOUNDER : Will the hon. the Minister for Education and Excise be pleased to state—

(*a*) whether it is a fact that the College at Salem is threatened by the University with disaffiliation ;

(*b*) what are the reasons for such a step ; and

(*c*) how long the College is in existence ?

A.—(*a*) Yes.

(*b*) Because the University considers that the College is not being maintained at a proper level of efficiency.

(*c*) The College classes were opened in 1879.

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know what steps the Government have taken to bring the college to an efficient level ? "

The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" It is for the municipal council to see that the college is made efficient. Such aid as the Government can give, they are prepared to give. They have already expressed their willingness to give it ; but it is a matter between the university and the college at present. Unless the college is able to satisfy the university that its affiliation should continue, I do not see how the Government can help the municipal council."

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know if want of suitable buildings for the college is one of the grounds of its disaffiliation with the university ? "

The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" Yes, Sir."

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know if Government have taken any steps to decide the question of sites for the construction of buildings ? "

The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" The Government have decided."

Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" In that case, may I not ask why the Government should not postpone taking any action until the new buildings are put up ? "

The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" It is not a case of the Government taking action. It is the Syndicate that has to take action."

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Mr. T. S. RAMASWAMI AYYAR :—" May I know, if in case the municipality of Salem is not able to bring the college up to an efficient level, whether the Government will be pleased to take up the college themselves ? "

The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" No, Sir."

Deputy Inspectors of Muslim schools.

* 675 Q.—Mr. BASHEER AHMED SAYEED : Will the hon. the Minister for Education and Excise be pleased to state—

(*a*) whether the Government will place on the table a list of the Deputy Inspectors for Muslim schools with their respective jurisdictions ;

(*b*) what is the total number of Muslim schools under the jurisdiction of each of the said Deputy Inspectors of Schools ; and

(*c*) what is the number of visits that these Deputy Inspectors are required to pay to each of the schools within their jurisdiction in a year ?

A.—(*a*) & (*b*) A statement[a] is appended.

(*c*) A Deputy Inspector is required to visit each school once a year for conducting the annual inspection. He is also expected to visit as many schools as possible a second time for suggesting improvements in their working.

Local Boards

Construction of a road between Idur and Mudur.

* 676 Q.—Mr. A. B. SHETTY : Will the hon. the Minister for Local Self-Government be pleased to state—

(*a*) whether the memorial sent on 22nd November 1930 by the villagers of Mudur, Keradi, Hallihole and Jadkal in Coondapoor taluk regarding the necessity of converting the Idur-Kunjadi-Mudur cart-track into a pakka road has been received by him ;

(*b*) whether the memorial presented to His Excellency the Governor in October 1930 at Coondapoor by people of the abovementioned villages making the same request has been considered by the Government ; and

(*c*) what Government propose to do in this matter ?

A.—(*a*) Yes.

(*b*) & (*c*) It is under consideration. The Government cannot sanction any grant for the improvement of the cart-track without an equivalent contribution from the local funds.

Mr. A. B. SHETTY :—" May I know whether, in view of the extreme necessity for this road in an interior place of the Coondapur taluk, the Government will be pleased to make a full grant ? "

The hon. Diwan Bahadur B. MUNISWAMI NAYUDU :—" No, Sir ; if the taluk board is unable to take it up, the district board may come to its assistance."

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[a] Printed as Appendix I on pages 507–508 infra.

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Mr. T. S. Ramaswami Ayyar :—"May I know if there is a rule in the Local Self-Government Department that in the case of grants to the local bodies the local bodies will have to bear two-thirds of the total cost, and the Government will pay one-third ?"

The hon. Diwan Bahadur B. Muniswami Nayudu :—"The Government gives half the amount and the local board gives half the amount."

Mr. T. S. Ramaswami Ayyar :—"Will the Government consider the question of the feasibility of granting two-thirds of the total cost and ask the local bodies to contribute one-third, in view of the fact that last year many of the grants lapsed because the local bodies could not meet their portion of the costs ?"

The hon. Diwan Bahadur B. Muniswami Nayudu :—"There were no lapses. The question whether the Government may give two-thirds of the cost will be considered in connexion with the grants to village panchayats."

Agricultural Loans

Summary recovery of loan granted to Mr. Chattukutti Nayar.

*677 Q.—Mr. Basheer Ahmed Sayeed : Will the hon. the Member for Revenue be pleased to state—

(a) whether it is a fact that the loan of Rs. 2,500 granted to one V. Chattukutti Nayar under the Agricultural Loans Act and Land Improvements Loans Act, has been ordered to be recovered summarily, by the Revenue Divisional Officer of Tellicherry in spite of the fact that the work for which the loan was sanctioned had progressed and was nearing completion ;

(b) whether it is a fact that the order of recovery is issued and sought to be executed when the said Chattukutti Nayar is still in jail as a political prisoner;

(c) whether it is a fact that the order of summary recovery of the said loan is made because the said grantee has taken part in the satyagraha movement;

(d) if not, what is the reason for ordering such summary recovery of the same;

(e) whether the said Chattukutti Nayar appealed to the District Collector against the order of the Revenue Divisional Officer impeaching the veracity of the report made against him by the tahsildar;

(f) how the appeal was disposed of by the District Collector and on what grounds; and

(g) whether a copy of the appeal and the order will be placed on the table of the House?

A.—(a) *to* (g) The Government have not the information.

Mr. V. P. Narayanan Nambiyar :—"May I know whether the Government will be pleased to call for information in connexion with this matter ?"

The hon. Mr. A. Y. G. Campbell :—"I don't think it is necessary for the Government to call for information at this stage. There does not seem to be sufficient interest in this question, and the person affected, Mr. Chattukutti Nayar, has a remedy in appeal to the Board of Revenue, if he is dissatisfied with the order of the District Collector."

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Irrigation

Proposals of the Chief Engineer regarding the strengthening of the Tank Restoration Scheme, etc.

* 678 Q.—Mr. A. RANGANATHA MUDALIYAR: Will the hon. the Member for Revenue be pleased to state with reference to paragraph 5 of G.O. No. 1973 I., dated 16th December 1926—

(a) the proposals of the Chief Engineer for the further strengthening of the Tank Restoration Scheme establishment and the repairing of the Tungabhadra channels and their anicuts in the Bellary district; and

(b) the proposals further considered by the Development Department for the use of electric drive for pumping in Bellary and the other Ceded districts and the conclusions arrived at thereon?

A.—(a) & (b) The attention of the hon. Member is invited to paragraphs (d) (v) and (iii), and (e) (ii) of Section "I. Existing Irrigation Works" in the statement laid on the table on 1st October 1929 in answer to question No. 672. The survey of subsoil supply in Bellary has been completed. The results have not been such as to make it worth while to undertake a survey of a similar kind on a large scale.

Diwan Bahadur M. GOPALASWAMI MUDALIYAR :—" May I know whether the hon. the Revenue Member will be able to consider the question of the formation of irrigation panchayats in order to help the minor irrigation overseers in connexion with the distribution of water and also in connexion with the Tank Restoration Scheme?"

The hon. Mr. A. Y. G. CAMPBELL :—" If any definite proposal is made for the formation of such panchayats, I shall be quite prepared to consider it."

Supply of water to Cumbum tank.

* 679 Q.—S. M. K. BAYABANI SAHIB Bahadur: Will the hon. the Member for Revenue be pleased to state—

(a) the total number of villages that depend upon Cumbum tank for wet cultivation;

(b) the total extent of the land under the above tank fit for wet cultivation in each village if the tank has a full supply of water;

(c) in view of the successive failure of rains during the past thirty years resulting in severe famine to the villages under the tank, whether the Government will propose considering any minor irrigation work for supplying water to the tank;

(d) whether it is a fact that Government had once contemplated to divert the "Wuppabagu" river into Cumbum tank as the said river gets into floods every year; and,

(e) if so, whether the Government will consider the desirability of taking up the scheme again?

A.—(a) Fourteen.

(b) The total registered wet ayacut in all the villages is 5,183 acres.

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(c) The Government will consider the question on receipt of a report from the Chief Engineer (vide answer to question No. 527 given on 4th March 1931).

(d) & (e) The attention of the hon. Member is invited to the answer to question No. 527 given on 4th March 1931.

Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" May I know what were the points referred to in question No. 527 referred to here ? "

The hon. Mr. A. Y. G. CAMPBELL :—" One of the points referred to in question No. 527—I am speaking from memory—was whether there was any proposal under consideration for the improvement of water-supply to the Cumbum tank."

Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" May I ask whether in the scope of that enquiry will be included the question as to how best the present water can be utilized ; because I believe that a considerable quantity of water is being wasted ? "

The hon. Mr. A. Y. G. CAMPBELL :—" I shall consider the suggestion of the hon. Member."

Public Service

Applications from members of the depressed classes and Christians for the posts of Deputy Tahsildars during the years 1925--30.

* 680 Q.— Mr. M. DEVADASAN : Will the hon. the Member for Revenue be pleased to state—

(a) the number of applications received from the depressed classes for the posts of Deputy Tahsildars during the years 1925—30 ;

(b) how many of them were appointed ;

(c) the number of applications received from the Indian Christians ; and

(d) how many of them were appointed ?

A.—(a) & (c) It is presumed that the hon. Member refers to applications for the posts of probationers for the Madras Revenue Subordinate Service. The Government have not the information.

(b) None.

(d) Two Indian Christians were appointed.

Mr. M. DEVADASAN :—" May I know with reference to the answer to clause (a) whether the Government will be pleased to call for the information ? It is said here ' Government have no information ' ? "

The hon. Mr. A. Y. G. CAMPBELL :—" It is very difficult to collect the information in regard to the number of applications. I doubt very much whether we have any paper showing the total number of applications."

Mr. ABDUL HAMEED KHAN :—" May I know if it is a fact that an Adi-Dravida also applied for the post and that his application was rejected simply because he was a Christian Adi-Dravida ? "

The hon. Mr. A. Y. G. CAMPBELL :—" I must ask for notice of that question, Sir."

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Mr. T. S. RAMASWAMI AYYAR :—" May I know, if in case the municipality of Salem is not able to bring the college up to an efficient level, whether the Government will be pleased to take up the college themselves ? "

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(*b*) whether the memorial presented to His Excellency the Governor in October 1930 at Coondapoor by people of the abovementioned villages making the same request has been considered by the Government ; and

(*c*) what Government propose to do in this matter ?

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(*b*) & (*c*) It is under consideration. The Government cannot sanction any grant for the improvement of the cart-track without an equivalent contribution from the local funds.

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Mr. ABDUL HAMEED KHAN :—" May I know what is the percentage of clerks promoted from the lower to the upper division to the total number recruited directly ? "

The hon. Mr. A Y. G. CAMPBELL :—" I must ask for notice of that question."

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know if outsiders are directly appointed to acting vacancies in the upper division, and if so, what pay they are given ? "

The hon. Mr. A. Y. G. CAMPBELL :—" It is quite likely that some of the acting vacancies are filled by direct appointment, and in that case, I presume the pay given is the lowest in the scale, viz. Rs. 70."

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" If outsiders are appointed direct and are given the minimum pay of the upper division, why should not the lower division clerks when they are made to act in the upper division, be given the same minimum pay ? "

The hon. Mr. A. Y. G. CAMPBELL :—" I have already explained that it is not in consonance with the Fundamental Rules."

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know, whether Government have classified these appointments in different scales of pay according to the responsibilities involved, and if so, what responsibilities does each appointment carry with it ? "

The hon. Mr. A. Y. G. CAMPBELL:—" The work of the upper division clerk is similar, in some respects, to that of the lower division clerk, and that is why when the latter is made to act, he is not given an acting allowance. "

Mr. ABDUL HAMEED KHAN :—" Will the hon. the Revenue Member kindly look into this question, and see that the grievances of these clerks are remedied ? "

The hon. Mr. A. Y. G. CAMPBELL :—" That is a general question, Sir, which would require an alteration of the Fundamental Rules. "

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know, considering the difficulty and hardship to which these clerks are put, whether the Government will take steps to amend the Fundamental Rules ? "

The hon. Mr. A. Y. G. CAMPBELL :—" That is a question which should be addressed to the hon. the Finance Member. "

Diwan Bahadur C. S. RATNASABHAPATI MUDALIYAR :—" May I know whether the hon. the Finance Member will be pleased to consider this matter ? "

The hon. Mr. H. G. STOKES :—" I must ask for notice of the question. "

Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" May I know if there is any difference in the quality or the responsibility of the work that is done by the lower division clerk and that done by the upper division clerk ? "

The hon. Mr. A. Y. G. CAMPBELL :—" Under Fundamental Rule 30, the difference is not such as to entitle the lower division clerks to an increased pay or an allowance for officiating as upper division clerks."

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Mr. ABDUL HAMEED KHAN :—"Is it not a fact that graduates who have been in the lower division for four or five years have been asked to do the same work as a raw graduate who has been appointed to the upper division directly ?"

The hon. Mr. A. Y. G. CAMPBELL :—"I cannot answer these vague questions."

Promotion of non-graduate lower division clerks to upper division.

* 682 Q.—Mr. ABDUL HAMEED KHAN : Will the hon. the Member for Revenue be pleased to state—

(a) whether non-graduate clerks of the lower division in the Departments of the Secretariat are promoted to the upper division;

(b) if so, how many have so far been promoted in each of the various departments; and

(c) what are the communities to which such candidates that have been so far promoted belong ?

A.—(a) Yes.

(b) & (c) If the hon. Member will specify a reasonable period, an attempt will be made to collect the information required.

Mr. ABDUL HAMEED KHAN :—"Sir, may I know whether any consideration of communal representation has been given to the promotions of clerks from the lower division to the upper division among the graduate clerks ?"

The hon. Mr. A. Y. G. CAMPBELL :—"I must ask for notice of the question."

Appointment of Muslims in the Secretariat.

* 683 Q.—Khan Bahadur MAHMUD SCHAMNAD SAHIB Bahadur : With reference to the answer to question No. 446 (b), dated the 27th February 1931, will the hon. the Member for Revenue be pleased to state—

(a) how many Muslims eligible for appointment to public service applied for employment in the different departments of the Secretariat in 1928, 1929 and 1930 ;

(b) how many of these have been appointed ; and

(c) how many vacancies have been filled up in the Secretariat during these three years respectively ?

A.—(a) The numbers cannot be given as no register of applications is maintained. Selection has been made hitherto as required from the Staff Selection Board list and will be made hereafter from that of the Madras Services Commission.

(b) & (c) The information is not readily available and cannot be collected without much labour.

Diwan Bahadur M. GOPALASWAMI MUDALIYAR :—"May I know whether the hon. Member will be pleased to consider the claims of the Lingayat graduates in the Madras Secretariat ?"

The hon. Mr. A. Y. G. CAMPBELL :—"We cannot take into consideration the claims of all subdivisions of communities."

Exemption of copyist-examiners, etc., from the Public Service Examination.

*684 Q.—Mr. V. M. RAMASWAMI MUDALIYAR: Will the hon. the Member for Revenue be pleased to state whether orders have been issued exempting copyist-examiners, readers, amins and attenders who have passed the S.S.L.C. examination from passing the Public Service Examination according to G.O. No. 1302, Public (Special), dated 27th September 1930?

A.—No.

Civil Courts

Applications from members of the Depressed Classes and Christians for the posts of District Munsifs during the years 1925—30.

*685 Q.—Mr. M. DEVADASAN: Will the hon. the Law Member be pleased to state—

(*a*) how many applications were received from members of the Depressed Classes for the post of District Munsifs during the years 1925—30;

(*b*) how many applications were received from Christians during the years 1925—30;

(*c*) how many were appointed in cases (*a*) and (*b*); and

(*d*) how many Brahmans and how many non-Brahmans have been appointed as District Munsifs during the years 1925—30?

A.—(*a*) *to* (*d*) The Government have called for the information.

Mr. M. DEVADASAN:—"May I know, with reference to clause (*d*), when the Government will have the information ready? Government say here that they have called for the information."

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR:—"I have written to the High Court to supply the Government with information, and I do not know when it will be received."

Filling up of copyists' posts in the District Court of Tinnevelly.

*686 Q.—Mr. M. DEVADASAN: Will the hon. the Law Member be pleased to state—

(*a*) the number of copyists employed in the District Court of Tinnevelly;

(*b*) how many vacancies of copyists' posts were filled up last December in the District Court of Tinnevelly;

(*c*) how long the vacancies were kept unfilled;

(*d*) the communities to which the new copyists belong;

(*e*) what was the special necessity for appointing more copyists;

(*f*) whether applications were received in the years 1926 to 1929 for the posts of copyists; and

(*g*) why the applications were not considered then?

A.—The Government have called for the information.

11-15 a.m. Mr. M. DEVADASAN:—"May I know whether the Government are aware of the fact that the copyists are put to a great deal of hardship, because the vacancies have been filled up?"

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR:—"The Government are not aware of anything and that is the reason why they have called for the information from the High Court."

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Forest

Extent of forests added to the reserves in South Kanara.

*687 Q.—Mr. A. B. SHETTY: Will the hon. the Law Member be pleased to state—

(a) whether any forests have been added to the reserves in South Kanara during the last two years and, if so, where and what their extent is; and

(b) whether there is any proposal to reserve further areas?

A.—(a) No.

(b) The attention of the hon. Member is invited to the answer given to clause (b) of the Legislative Council question No. 1251 answered on 24th January 1930.

Mr. A. B. SHETTY :—" With reference to clause (b) of the question, may I know from the hon. Law Member what extent of land is proposed to be reserved in Kasaragod taluk and whether that area contains patta lands ? "

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—" I have referred my hon. Friend to the answer given to question No. 1251, which gives all the details."

Mr. A. B. SHETTY :—" May I know what progress has since been made after that question was answered ? "

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—" No progress has since been made after that question was answered."

Mr. A. B. SHETTY :—" May I know, Sir, whether the neighbouring land-holders have protested against this proposal of reservation ? "

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—" So far as I am aware, not; but for an accurate answer, I want notice. "

Mr. U. C. SUBRAHMANYA BHATT :—" What is the necessity for reserving any more forests ? "

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—" I can only refer my hon. Friend to the answer to the question referred to in the answer."

Diwan Bahadur M. GOPALASWAMI MUDALIYAR :—" May I know whether the hon. Law Member is aware of the fact that in the Bellary district there is what is known as a Kosgi reserve and that there are very many applications for its disaforestation ? "

The hon. the PRESIDENT :—" That question does not arise out of this."

Mr. U. C. SUBRAHMANYA BHATT :—" May I know whether the Malaria Officer who was such to investigate the cause of malaria has reported that the spread of malaria is co-extensive with the spread of reserve forests ? "

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR ;—" I am not aware of it."

Exemption of copyist-examiners, etc., from the Public Service Examination.

*684 Q.—Mr. V. M. RAMASWAMI MUDALIYAR: Will the hon. the Member for Revenue be pleased to state whether orders have been issued exempting copyist-examiners, readers, amins and attenders who have passed the S.S.L.C. examination from passing the Public Service Examination according to G.O. No. 1302, Public (Special), dated 27th September 1930?

A.—No.

Civil Courts

Applications from members of the Depressed Classes and Christians for the posts of District Munsifs during the years 1925—30.

*685 Q.—Mr. M. DEVADASAN: Will the hon. the Law Member be pleased to state—

(*a*) how many applications were received from members of the Depressed Classes for the post of District Munsifs during the years 1925—30;

(*b*) how many applications were received from Christians during the years 1925—30;

(*c*) how many were appointed in cases (*a*) and (*b*); and

(*d*) how many Brahmans and how many non-Brahmans have been appointed as District Munsifs during the years 1925—30?

A.—(*a*) *to* (*d*) The Government have called for the information.

Mr. M. DEVADASAN :—"May I know, with reference to clause (*d*), when the Government will have the information ready? Government say here that they have called for the information."

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—"I have written to the High Court to supply the Government with information, and I do not know when it will be received."

Filling up of copyists' posts in the District Court of Tinnevelly.

*686 Q.—Mr. M. DEVADASAN: Will the hon. the Law Member be pleased to state—

(*a*) the number of copyists employed in the District Court of Tinnevelly;

(*b*) how many vacancies of copyists' posts were filled up last December in the District Court of Tinnevelly;

(*c*) how long the vacancies were kept unfilled;

(*d*) the communities to which the new copyists belong;

(*e*) what was the special necessity for appointing more copyists;

(*f*) whether applications were received in the years 1926 to 1929 for the posts of copyists; and

(*g*) why the applications were not considered then?

A.—The Government have called for the information.

11-15 a.m. Mr. M. DEVADASAN :—"May I know whether the Government are aware of the fact that the copyists are put to a great deal of hardship, because the vacancies have been filled up?"

The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—"The Government are not aware of anything and that is the reason why they have called for the information from the High Court."

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(*b*) whether it is a fact that the type-foundry section of the Government Press worked overtime for twenty days in January 1931 at four hours per day from 7 to 9 a.m. and from 5-30 to 7-30 p.m. and if so, why;

(*c*) whether there are two foremen in the said section and, if so, what are their duties and their rates of pay;

(*d*) whether it is a fact that the senior foreman works from 9 a.m. to 5-30 p.m. with an interval of one hour and the junior from 6 to 9 a.m. and from 5-30 to 11 p.m.; and

(*e*) whether it is a fact that the senior foreman worked overtime hours for the said twenty days and drew overtime allowance and, if so, why?

A.—(*a*) The rates of pay, service, hours of attendance and duties of the mono-caster attendants are given below:—

Designation.	Rate of pay.	Service.		
	RS.	Y.	M.	D.
One mono-caster attendant	25—1½—40/25	20	9	7
Do. ...	25—1½—40/25	3	9	8
Do. ...	20—1½—35/20	2	9	7
One type-caster ...	15—1 —30/22	11	9	9
Do. ...	15—1 —30/15	6	3	0
One finisher ...	15—1 —30/24	12	10	0
One type-caster ...	15—1 —30/27	20	11	0
One finisher ...	15—1 —30/15	4	3	0

Hours of attendance.

Monday to Friday.	First shift 6 a.m. to 10 a.m. and 11 a.m. to 2-30 p.m.
	Second shift 2-30 p.m. to 7 p.m. and 8 to 11 p.m.
Saturday ...	First shift 6 a.m. to 11-30 a.m.
	Second shift 11-30 a.m. to 5 p.m.

The men are engaged in casting work.

(*b*) The type-foundry section worked overtime for 16 days in January 1931 ranging from 2 to 3½ hours for urgent work in connexion with the *Fort St. George Gazette.*

(*c*) No. There is only one foreman in the scale of 60—4—100/76. He is in charge of the section.

(*d*) The foreman of the type-foundry section, in addition to his ordinary duties, supervises the monotype section also during office hours from 9 a.m. to 5-30 p.m. The engraver in the type-foundry section supervises the monotype section from 6 a.m. to 9 a.m. and 5-30 p.m. to 11 p.m. on week days and 6 a.m. to 9 a.m. and 2-30 p.m. to 5 p.m. on Saturdays.

(*e*) The foreman worked overtime for 16 days, and drew overtime pay because he had earned it for the extra work done.

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Labour

Provision of employment to coolies returning from Malaya.

* 692 Q.—Swami A. S. SAHAJANANDAM: Will the hon. the Home Member be pleased to state—

(a) what steps the Government have taken to provide employment for coolies who returned from Malaya; and

(b) how many of them who returned last year are left unemployed?

A.—(a) None.

(b) The Government have no information. The labourers have presumably returned to their villages and found employment there.

Mr. M. DEVADASAN:—"May I know whether the Government will take some steps to provide employment in the case of immigrants from Malaya, because I find that they have taken no steps up till now in regard to these persons?"

The hon. Khan Bahadur Sir MAHOMED USMAN SAHIB Bahadur:—"It is not possible for us to do anything."

Mr. M. DEVADASAN:—"May I know whether the Government are aware of the fact that in the case of the immigrants from South Africa they have taken steps to find employment for them?"

The hon. Khan Bahadur Sir MAHOMED USMAN SAHIB Bahadur:—"They are on a quite different basis."

Rao Sahib V. I. MUNISWAMI PILLAI:—"With reference to clause (b) of the question, the answer given is 'The Government have no information.' May I know whether the Government maintain a register of immigrants returning from foreign countries to this land?"

The hon. Khan Bahadur Sir MAHOMED USMAN SAHIB Bahadur:—"No, Sir."

Police

Alleged remissness of duty on the part of the police of Mudukulattur, Ramnad district.

* 693 Q.—Mr. M. DEVADASAN: Will the hon. the Home Member be pleased to state—

(a) whether it is a fact that the police of Mudukulattur, Ramnad district, refused to register a complaint of serious assault alleged to have been inflicted on a member of the depressed classes in Veerambal village by certain members of the Thevar community of Elanjamboor and that the sub-assistant surgeon refused to record a 'dying declaration' from the same man; and

(b) if so, whether the Government will take any action against the officers concerned?

A.—(a) The Government have no information.

(b) Does not arise.

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Mr. M. DEVADASAN :—" Will the Government call for the information ? "

The hon. Khan Bahadur Sir MAHOMED USMAN SAHIB Bahadur :—" If the hon. Member gives more definite particulars, the suggestion will be considered."

Transfer of a depressed class head constable from the Karaikudi Police Station.

* 694 Q.—Mr. M. DEVADASAN : Will the hon. the Home Member be pleased to state—

(a) whether the Government are aware that there was only one depressed class head constable in Devakottai division at Karaikudi Police Station and he was transferred abruptly ; and

(b) if so, what are the reasons that prompted Government to transfer the only depressed class head constable in the locality where the depressed classes were assaulted, plundered and injured by the Kallar leaders and their men ?

A.—(a) The Government have no information.

(b) Does not arise.

Mr. M. DEVADASAN :—" With reference to clause (a) of the question, it is stated in the answer that the Government have no information. May I know whether the hon. Member will call for the information ? "

The hon. Khan Bahadur Sir MAHOMED USMAN SAHIB Bahadur :—" I will consider the suggestion."

Alleged oppression of a depressed class head constable by the caste police constables of Aruppukottai.

* 695 Q.—Mr. M. DEVADASAN : Will the hon. the Home Member be pleased to state—

(a) whether the Government are aware that a depressed class head constable at Aruppukottai was not allowed by the caste police constables to draw water from the well meant for the use of the Police Force ; and

(b) if so, what action has been taken by the Government to establish equality of citizenship in the Police Force ?

A.—(a) & (b) The Government have no information.

UNSTARRED QUESTIONS

Medical

Appointment of Oriyas as Assistant and Sub-Assistant Surgeons.

696 Q.—Sriman M. G. PATNAIK Mahasayo : Will the hon. the Minister for Local Self-Government be pleased to state—

(a) how many Assistant Surgeons and Sub-Assistant Surgeons there are in the Presidency maintained out of provincial funds ;

(b) how many of them are Oriyas ;

(c) how many of the Oriya Sub-Assistant and Assistant Surgeons are Brahmans and how many of them are non-Brahmans ;

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(*d*) the number of Assistant Surgeons and Sub-Assistant Surgeons maintained out of provincial funds who are working in the district of Ganjam including the Agency Tracts and in the Agency Tracts of the Vizagapatam district;

(*e*) how many of them are Oriyas;

(*f*) whether the non-Oriya Assistant Surgeons and Sub-Assistant Surgeons posted in the Ganjam district including the Agency Tracts and in the Agency Tracts of the Vizagapatam district are required to pass any Oriya test;

(*g*) if not, whether the Government will be pleased to prescribe an Oriya test;

(*h*) whether in making postings to the said area care is taken to select persons who know Oriya; and

(*i*) if not, whether the Government will be pleased to issue directions to post persons who are either Oriyas or who know Oriya?

A.—(*a*) Two hundred and fifty Civil Assistant Surgeons and 555 Sub-Assistant Surgeons (excluding lady doctors).

(*b*) One Civil Assistant Surgeon and six Sub-Assistant Surgeons.

(*c*) The Civil Assistant Surgeon is a Brahman. Of the six Sub-Assitant Surgeons one is a Brahman and the remaining five are non-Brahmans.

	Assistant Surgeons.	Sub-Assistant Surgeons.
(*d*) Ganjam district (including Agency) ...	5	31
Vizagapatam Agency	2	36

(*e*) Three (Sub-Assistant Surgeons)—two in Ganjam and one in Vizagapatam.

(*f*) No. But Sub-Assistant Surgeons employed in the Agency tracts are encouraged to learn Oriya by the offer of rewards.

(*g*) The Government see no necessity to prescribe the test.

(*h*) Yes; as far as possible.

(*i*) The question does not arise.

Irrigation

Classification and increase of water-rates in the Presidency.

697 *Q.*—Mr. C. Satyanarayana Choudari: Will the hon. the Member for Revenue be pleased to state—

(*a*) whether it is a fact that the Government have classified water sources and increased water-rates in some districts;

(*b*) what are the districts in which this was done and what are the classifications and rates adopted;

(*c*) what is the additional income according to the Government by this increase in water-rates in each district; and

(*d*) what is the provision of law under which the Government have raised water-rates in this way?

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A.—(*a*) & (*b*) The question of the reclassification of irrigation sources is considered at resettlements. In recent years there has been no general reclassification of irrigation sources, except in the *Kadarambam* tract of the Trichinopoly district. As regards irrigation sources in this tract the attention of the hon. Member is invited to paragraph 6 (*a*) of the Special Settlement Officer's report printed in G.O. No. 373, Revenue, dated the 28th February 1927, which has been placed at the disposal of the Press. The scale of water-rates now in force in ordinary tracts is given in note (2) on page 1 of revised Appendix 1 to Chapter 1 of Board's Standing Orders, with which should be read the explanatory note at the head of the appendix. The scale has been in force since 1898.

(*c*) The Government have not the information.

(*d*) The Madras Irrigation Cess Act, 1865, gives the Government power to fix the rates of water-cess.

Public Service

Exemption of copyist examiners, etc., from the Public Service examination.

698 Q.—Mr. M. B. Rangaswami Reddiyar : Will the hon. the Member for Revenue be pleased to state whether orders have been issued by the Public Services Commission, exempting copyist examiners, readers, amins and attenders who have passed the Secondary School-Leaving Certificate Examinations, and are now doing duty, from passing the Public Service Examination according to G.O. No. 1302, Public (Special), dated 27th September 1930 ?

A.—No.

[*Note.*—An asterisk (*) at the commencement of a speech indicates revision by the Member.]

III.—THE VOTING OF DEMANDS FOR GRANTS FOR 1931-32—*cont.*

DEMAND XVI—ELECTRICITY—RESERVED—*cont.*

The discussion on Demand XVI—Electricity—Reserved was then resumed.

Diwan Bahadur C. S. Ratnasabhapati Mudaliyar :—" Mr. President, I have given notice of the following cut motion :

'*That the allotment of Rs.* 1,50,500 *for Hydro-Electric Survey be reduced by Rs.* 100 *to consider the desirability of issuing licence for distribution of energy to local bodies or Government itself to undertake such distribution*'.

" Sir, before I come to deal with the question in a general way as to why local bodies should be given preference in the matter of licence for electricity in urban and other areas, I should like to refer to the case of Coimbatore. The question of the supply of electricity to Coimbatore was first mooted in October 1919, when Tata Company applied for licence to undertake the generation of electric power from the Kunda river and to distribute that power to the municipal areas of Ootacamund, Coonoor and Coimbatore. This request of the Tata Company was referred to the municipalities

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concerned and in consultation with them a licence was issued to the Tata Company for generating power from the Kunda river to the three municipalities and the agreement was entered into on the 18th October 1920. The licence was actually issued in G.O. No. 311, dated 19th October 1920. Certain conditions were imposed by this agreement and they are, that the scheme should be completed within two years from the date of the issue of the licence and that Tata Company should give to the Coimbatore Municipal Council a sum of six lakhs so as to enable the municipal council to complete their protected water-supply scheme, without which the Government and Tata Company thought that they will not have sufficient industrial concerns to utilize their power which will be generated on a very large scale. Subsequently, owing to financial difficulty, the Company found it difficult to work out the scheme and they applied for an extension of time for five years, but the Government thought it worthwhile to extend the time by only four years subject, of course to the same conditions under which the original agreement was entered into. They have also issued a licence on the same conditions on which the original licence was issued, namely, that Tatas should give the Coimbatore Municipal Council a contribution of six lakhs towards their water-supply scheme and that is contained in G.O. No. 338 I., dated 31st August 1921. The Government have stated in that order that they had no objection to transfer the rights of the Tata Company to the Nilgiri Power Syndicate. Government were also pleased to agree to the alteration of article 7 of the Indenture, according to which the amount shall not be demanded until the syndicate was actually formed and the execution of the Coimbatore water-supply scheme was actually put on hand.

"Subsequently as the Kunda Scheme was not taken up, or for some other reason, the Pykara Scheme was taken on hand and when this scheme was taken up by Government, they have cancelled the licence originally issued to Tata & Co., and subsequently issued it to the Nilgiri Power Syndicate and this fact was communicated to the municipal council in G.O. No. 27 W., dated 8th January 1926. Subsequent to that, the municipal Council did not know what transpired between the Government and the Tatas on the one side and the Nilgiri Power Syndicate on the other. In this connexion, I must say that the Tatas, when they transferred their licence to the Nilgiri Power Syndicate, themselves became members of that Syndicate. In the letter addressed to the Government on 2nd April 1927, the names of persons to whom the licence should be transferred were given and they are: Tata & Sons, T. Stanes, Mr. Laird and Mr. H. B. Gibbs. I may say for the information of the Government and of this House that some of the customers of Stanes & Co., have become members of this syndicate and that as a result of some correspondence between the Government and the Company, it seems the Government have promised them in a way that they would be given preference in the matter of granting licence for the Pykara Scheme. Afterwards, as soon as the public came to know that the Pykara Scheme was being worked out, the Municipal Council of Coimbatore was the first to apply for licence and they applied for it on 31st July 1930. The Nilgiri Power Syndicate followed it up and they applied for licence on 7th October 1930 and subsequent to that the Madras Electric Supply Company applied for a similar licence in January 1931; but the Government thought it proper to publish the draft licences of the Nilgiri Power Syndicate and of the Madras Company, but they have not thought it worthwhile publishing the draft

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licence of the Coimbatore Municipal Council, even though they applied for the licence first. I do not understand the reasons for still withholding publication of the Coimbatore Municipal Council's draft licence. After the three licences have been submitted to the Government, the other municipal councils in the district, the taluk boards of the district, the District Board, Coimbatore, the Agricultural Association and the Ryots' Sangham have all objected to the grant of a licence to the Nilgiri Power Syndicate or for the matter of that to any private company or individual. But it was only for the draft licence of the Coimbatore Municipal Council that there was no objection either from the public or from any body else. Not only that, but most of the industrial concerns have also objected to the grant of licence to the Nilgiri Power Syndicate, because they knew the persons constituting that Syndicate, and they feared that the interests of other mills will not be safe in their hands. I may, in this connexion, invite the attention of hon. Members of this House to what my hon. Friend, Mr. Ramalinga Chettiyar, stated the other day as regards the attitude of T. Stanes & Co. with regard to the supply of electricity to one of the bungalows situated in the midst of their private property.

"Having said so much with regard to the draft licence of the Coimbatore Municipal Council, I will now deal with the question in a general way as to why Government should prefer local bodies to private companies and if local bodies are not given preference, my contention is that Government themselves should take up such a scheme and work it out on a remunerative basis. The generating and supplying of electric power are functions within the scope contemplated by the District Municipalities Act. This Act makes express provision for electric schemes to be exploited and maintained by municipalities. Rule 38 of Schedule IV of the Act expressly recognizes the competence of municipal councils to undertake such works. It provides— 11-30 a.m.

'The objects of expenditure connected with the public safety include the following :—

(a) the lighting of public streets, and the provision, purchase and exploitation and maintaining of electric, gas or other undertaking for lighting public and private streets, places and buildings.'

"Apart from the specific provisions in the District Municipalities Act, enabling the municipal councils to undertake the generating and the distribution of electricity, it is now well recognized that public utility concerns like the supply of electricity are functions mainly to be kept under the control of public bodies in preference to private individuals and companies.

"Public opinion is strongly in favour of public utility concerns being entrusted to local and municipal bodies or undertaken by Government. I venture to think that the public would get cheaper and more efficient service if the distribution is entrusted to the municipal council rather than to any company or private person. The company will naturally have its eye on earning increased profits and the public cannot derive the benefit of the minimum rates that are possible. The municipality on the other hand need not take into account the question of earning profits but can divert its attention solely to the supply of cheap and efficient power. Even if profit is made by the municipal council in the undertaking, this profit will accrue to the benefit of the tax-payers who are themselves in turn the consumers of electric power. A company with its managing agency system and the preference that it will naturally give to its own favourites in the matter of purchase of necessary materials will have to incur greater overhead charges

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and recurring expenditure than by the municipality. Even if the Government were to stipulate the maximum rate that could be declared as dividend and profit and that the surplus should be used for the reduction of charges, the public will not be benefited by such stipulation. It will always be open to a company if it finds that the profits exceed the stipulated sum, to raise the working expenses and thereby show reduced profits.

"In my opinion the general scheme of the Electricity Act and the rules made thereunder contemplate a preferential right to local bodies in the matter of generation or the distribution of electric power. Government have followed the acceptance of this by the issue of licences in favour of the Municipal Councils of Madura, Tanjore, Conjeeveram, Hindupur, Bezwada, Kurnool, Cocanada, Bellary, Masulipatam, and the Union of Sembiam. These Councils have been given not merely the task of distributing power but the more difficult task of generating it.

"In this connexion I may mention the case of Coonoor and Ootacamund. They get their electric power from the Pykara Scheme. When they have been given the licence to distribute power within their municipal areas, I cannot understand why Coimbatore, which has the first place among municipalities and which is a bigger municipal body than Ootacamund or Coonoor, should be denied that concession.

"It is well known that Government themselves took up the generation of power even after going to the length of compensating certain firms to whom licences have been given for the generation and distribution of power for the reason that the Government thought, and thought rightly too, that this supply of electric power should be nationalized and the best advantage possible of such nationalization should be given to the public instead of putting them under an unfair system of monopoly which would inevitably result if the licence were granted to private concerns. Originally the licence for generating power concerning Pykara was given to Power Securities Corporation; but when they thought that was going to be a very big scheme, and they rightly thought, and the licence should be withdrawn, they paid £10,000 as ransom to the Power Securities Corporation for revoking the licence. They have also agreed that if there be any purchases made in the power within the country that Corporation should get ten per cent of the purchase value of the materials required. Then they get a commission of ten per cent on all the labour; then even if a labourer is disabled in connexion with the work or if he should suffer any injury and if any compensation is to be paid to him, then even in that compensation the Power Securities Corporation is to get ten per cent commission. So also with regard to danger light. So it is after giving so heavy a ransom as this that the Government have taken upon themselves the Hydro-Electric Scheme. That being so, I cannot understand why Government should give the licence for distribution, which is a very important matter, to private companies. If the Government are not able to take up the scheme themselves, they can do the next best thing by handing over that function to the local and municipal bodies. And in this connexion I shall presently quote what Mr. Howard himself says in regard to this.

"Now what applies in the case of the generation of power applies with greater force in the case of the distribution of the same and the introduction of a middleman in the shape of a private concern is bound to injuriously

affect the interests of the public concerned. It is patent that while some local bodies might fight shy of taking up schemes of this sort involving both generation and distribution of power, no body worth its name would fight shy of taking up the mere distribution work if they were given the chance. When the adjoining State of Mysore with its generating power at Sivasamudram is having distribution power in their own hands, I cannot understand Government, having undertaken generation of power after paying a heavy ransom, giving the distribution of power to a private company and making that firm earn all benefits of this scheme?

"This is what the Chief Engineer of the Mysore Hydro-Electric Scheme says, and it has appeared in the last week's *Hindu* :—

'Mysore has been a pioneer in hydro-electric development in India, and if Bombay is excluded, its power station on the Cauvery at Sivasamudram is still in the forefront of Indian Electric Installations.'

"He then adds :—

'The capital invested on all schemes so far including the Krishnarajasagara Reservoir is Rs. 6,31,52,209 and the net profit realized has totalled to 32 lakhs to the end of 1929–30 after paying working expenses, interest, depreciation and other indirect charges.'

"That scheme was launched in 1909 and in the course of twenty years it is yielding a net income of Rs. 32 lakhs after setting apart necessary sums for depreciation charges, etc.

"Referring to the Administration Report of the Mysore State, with regard to this branch I see—

'the net revenue during the year after setting apart the contribution of Rs. 4,65,721 to the Depreciation Funds was Rs. 32 lakhs as against 29 lakh in the preceding year, resulting in a return of 12·75 per cent on the total capital of 254 lakhs excluding any part of the Krishnarajasagara works.'

"Now if Mysore had not undertaken the distributing work themselves they would have realized only a profit of 2 or 3 per cent on the capital spent on that scheme. When the Mysore State is having both generating and distributing current in their hands, I cannot understand why this Government should not adopt the same policy. I would now request the Law Member who is in charge of this portfolio to nationalise this scheme and to bestow much thought on and consider this proposal favourably to the local bodies. But, if that is not possible, I would request that Government themselves take up the matter. I would also appeal to the hon. the Chief Minister who is the custodian of the interests of the local bodies to take up this question and fight for their cause.

"It is only in connexion with the General Discussion of the Budget that the hon. the Finance Member said that the reduction of a few posts here and there or the lowering of the scale of salary is not going to give us a gold mine. It would give us only a few lakhs of rupees. But here there is a real gold mine which will yield enormous sums of money to the State. I request the hon. the Finance Member to catch hold of this mine for the benefit of at least the local bodies. Sir, in the Mysore State, next to Land Revenue and Excise, the Krishnarajasagara Scheme is yielding 32 lakhs of rupees by way of revenue. So I would ask this Government also to adopt this scheme. Finally I would request the hon. the Law Member and the hon. the Chief Minister to consider this question favourably and adopt the policy adumbrated in the cut motion.

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* Rao Sahib V. I. MUNISWAMI PILLAI :—" Mr. President, Sir, I am glad that the Government are trying to do their utmost to make the hydro-electric scheme at Pykara a success. But I do not understand the psychology, why the Government should try to get private firms as the distributing agency of the current.

11-45 a.m. " I have carefully listened to the arguments advanced by my hon. Friend Mr. Ramalinga Chettiyar and I entirely agree with him in thinking that the matter of distribution should not be left in the hands of private agencies. Having known the depressed condition of the country, it will not be advisable at this stage anyhow to try a private medium for the distributing agency. We are all trying to take the electric current at a very low rate specially in the Nilgiris and those districts which are going to get the benefit of the electric current to be produced at Pykara. If the medium is to be left in the hands of a private agency, certainly they are going to make money over the matter, and consequently it is the poor men that are going to be deprived of the benefits that they may get from this scheme. Sir, in the year 1930 when this matter was discussed on the floor of this House, I made certain remarks in my speech about the facilities to be offered to the ryots by getting current from the Pykara Scheme. I may quote here a few sentences from my speech. I said—

> 'In the small pamphlet that was placed before us in this House a few days ago suggestions have been made as to the help the ryot could get by supply of current for pumping water for irrigation purposes. At present we are entirely dependent on rainfall and rainfall alone for our cultivation. I hope the Government will do something to help the ryot in getting water-supply by the power that could be got from the scheme. I think this could be of immense advantage to the ryots.'

" The hon. the Law Member, replying to the debate said :

> 'with reference to the suggestion that water for irrigation may also be used from these hydro-electric schemes, I do not know if it is possible, and in any case, I shall consult the Chief Engineer for Electricity in this matter.'

" So far I do not think anything has been done in this matter and I would like to know from the hon. the Law Member about this matter in particular. Sir, I have given a token cut in this demand to draw up the necessary rules for recruiting men from unrepresented communities in the services. In 1929 I brought to the notice of this House the way recruitment is being made to the services, that is, to get men for this hydro-electric scheme. I do not think there has been any change in the angle of vision in regard to recruitment to this important scheme. I know most of the important places in the scheme are occupied by one community and that community alone. And then the Law Member, after listening to my speech, promised to look into this affair, but so far I do not think anything has been done in this matter. I find even accountants have been recruited from other countries. As a matter of fact not only Madras, but even other provinces have been able to produce the best of accountants. We have several Government Diplomaed Accountants and others in this province and I do not see any reason why even the accountants' posts should be given to others. I would appeal to the hon. the Law Member to carefully go into this matter and get some facilities for people who have already been trained in the various things connected with electricity and to provide employment for such people. I know that, from the Cordite Factory itself, the Government are contemplating to reduce nearly 200 men, men who have had experience in electricity and who would be making themselves useful in regard to the scheme. So I request the Government to carefully consider this matter.

"Sir, one other matter. In my earlier speech just now I spoke about giving the work of distribution to private companies. I may say that in Ootacamund the Municipal Council has been given the work of distribution, and so far I presume that that body has been executing the work in a satisfactory way, and I do not see any reason why other municipalities should not be given such preference."

Mr. J. A. DAVIS :—" Sir, it is not right to make out that the Ootacamund Municipality has been given some favoured treatment under the Pykara Hydro-Electric scheme. I therefore rise to make the situation clear. We are the distributors, but so far the Pykara Scheme has not proved a gold mine to us. And the rates under which the licences are given are indeed so low that we certainly do not make any profit out of the distribution. But there was this advantage, that when the Pykara Scheme was lagging behind, it was the Ootacamund Municipal Council that came forward and undertook to spend a certain sum of money which the Government have put into the preliminary scheme, namely, the Glen Morgan Scheme. It was for that reason that under the Pykara Scheme we are the distributors. We would indeed welcome all municipal councils to be given the work of distribution, but at the same time we would, in fairness, expect other municipalities to do what we have done ; for we have been called upon to pay more than half of the cost of the transmission line from Pykara to Ootacamund. We have also been called upon to put in a transmission line from Ootacamund to Coonoor. This cost us some lakhs of rupees. I think if every local body will come forward and meet the Government in the same liberal spirit, I am sure the Government will be very willing to make them also distributors. We want to see fairplay all round ; and on that condition we are quite willing to support the suggestion that local bodies should make the distribution. But I certainly will not be party to the Government giving compensation to certain municipalities, without some agreement in respect of municipalities which have come in so far with money. Let the municipalities come forward with a proposition to share in the Pykara scheme and let them also be prepared to provide a share of the money required, and I for one would certainly support it."

* The hon. Diwan Bahadur Sir M. KRISHNAN NAYAR :—" Sir, two main points have been urged by my Friends with reference to this demand the other day and to-day, and then some isolated cases have also been referred to. I shall reply to each of these separately.

"Now, one point that has been urged by my friend, Mr. A. B. Shetty from South Kanara, is this : that the generation of electric power from large hydro-electric sources should be kept as far as possible in the hands of the Government. He also urged that other hydro-electric works than the Pykara works should be undertaken by the Government. With reference to these suggestions, I may repeat what I said at the time of the General Discussion of the Budget. It is certainly the policy of the Government to keep as far as possible such important schemes as the generation of power from hydro-electric sources in their own hands. As was referred to by my hon. Friend, Mr. A. B. Shetty, and my hon. Friends, Messrs. Ramalinga Chettiyar and Ratnasabhapati Mudaliyar, both to-day and at the time of the General Discussion of the Budget, these are public utility concerns, and it is certainly the policy of the Government to keep, as I submitted, as far as possible, the undertaking of such big schemes in their own hands. My

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friend, Mr. A. B. Shetty went further and said that the Government should now undertake other big hydro-electric schemes like the Pykara Scheme. I am entirely at one with my friend, Mr. A. B. Shetty, and I wish that the Government could undertake such big schemes now. I am very sorry, however, to say that it is not possible for the Government to undertake such big schemes along with the Pykara Scheme at present. Till the Pykara Scheme is completed it is not possible for the Government to undertake any big scheme. As I mentioned in my reply at the time of the general discussion of the budget there are other big schemes. The Chief Engineer for Hydro-Electric Schemes has submitted to the Government two alternative schemes with reference to the Papanasam Falls in the Tinnevelly district. The smaller of these schemes itself would cost more than fifty lakhs and the larger of these schemes costs about one crore and thirty lakhs, a little more than the estimated cost of the Pykara Scheme. And it is not possible for the Government now—I am afraid for some years more—to undertake either of these two schemes. Even for the present, the Local Government, as my hon. Friends are aware, has to depend upon themselves for finding funds for the completion of this Pykara Scheme. The Government of India, like the Provincial Governments now, have their own financial difficulties, and they have told this Government that it is impossible for them to assist this Government with loans for capital expenditure except of course for the Mettur Project for which they have already undertaken to supply us with funds. That is the reason why this Government had to take more than sixty lakhs of rupees from the Provincial balance for the Pykara Scheme during 1931-32. I am afraid therefore, that, however desirous the Government as also my hon. Friend Mr. Shetty may be to undertake other big schemes simultaneously with the Pykara Scheme, the Government are not now in a position to do so. I need not go into the details of this matter. My friend rightly referred to the development of electricity in other countries like Japan. I am aware of the development of electricity in those countries and the benefits which those countries derive from the generation of electric power.

"Another point that has been referred to by my friends in the course of the discussion is this, that the power of distribution of energy that will be available from the Pykara source be kept, if possible, in the hands of the Government themselves. In this matter also I agree with them. But I am again not in a position to give any specific undertaking about that matter, but I can make this promise, namely, that Government will seriously consider the question whether it will be possible for themselves to undertake the distribution of energy that will be available from the Pykara Scheme about the end of 1932. In fact, this question was considered in connexion with Erode and Salem—I will come to that when I deal with Erode and Salem—and it was found that the Government had not the necessary agency at that time for themselves to undertake the distribution. However, if possible, the Government will do it, and in any case, the Government will keep the suggestions made by my hon. Friends on this point in their mind.

"Then, another point, that was referred to by my friend, Mr. Sami Venkatachalam Chetti and other friends in this House was this, that wherever possible, preference should be given to the local bodies—in this particular case, the local bodies have been mainly municipal councils—and that private companies, whether European or Indian, should not be given this concession,

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As a matter of fact, as far as possible, the policy advocated by my friend has been kept in view by the Government, and the Government have been following that policy. For instance, with reference to the Conjeeveram municipality, they applied for power as also a private company. I may say here that the applications of these municipalities are for generation and distribution. With regard to Pykara Scheme, the generation is on a very big scale, but in the cases of these municipalities generation is comparatively on a very small scale. As I said, when both the Conjeeveram municipality as also a private company applied, the municipality's claim was preferred, and the licence was granted to them. So also 12 noon. with reference to Masulipatam. Certain private individuals also applied along with the municipality. It was the municipality that was preferred. Then, again, with reference to Virudhunagar a private company applied and the municipality also applied. It was to the municipality that Government granted the licence. Then again with reference to Vizianagram, the municipality as also a private company both applied. The private company has been told that they would not be given licence for the Vizianagram municipality, and the application of the municipality is still under consideration. Then, again, with reference to Guntur, the licence was granted to a private company, Messrs. Chari and Chari, only with the consent of the municipal council. I shall mention some of the other municipalities to which licences for generation and distribution have been granted; these are Madura, Bellary, Kurnool, Hindupur, Cocanada and Bezwada. Then, there is the case of Salem and Erode, and that is a case by itself. For Erode and Salem the licence has been given to a private firm known as Octavius Steel and Company, about which there have been some questions in the Council, and in reply to one of those questions I gave detailed information to this Council. The power from the Pykara Scheme will be available for distribution about the end of 1932, and by that time it is necessary that arrangements should be made for distribution of energy from this source to Erode and Salem. With that object, this Government entered into an agreement with the Mysore Government, under which the Mysore Government promised to sell energy to this Government. It was thought necessary and desirable that part of this power which the Mysore Government have agreed to sell to this Government should be distributed within the limits of Erode and Salem. This Council sanctioned the supplementary demand which was moved by me for a sum of about Rs. 5 lakhs for the purpose of constructing the transmission lines from Mettur to the limits of Erode and Salem. At that time, i.e., as soon as this Rs. 5 lakhs was sanctioned by this Council and as soon as the Government undertook the work of constructing transmission lines, the Government also considered this question of the Government themselves undertaking the distribution, and it was found that the Government did not possess the necessary agency, the necessary equipment and the necessary appliances for the distribution of energy. The Government no doubt possess the agency and appliances for the generation of electricity on a large scale from Pykara Falls, but they did not possess the necessary agency for the comparatively small work of distribution, and it was thought that if the Government undertook this work the work would be delayed, and the result would be that the taxpayer would lose the interest on the sum of Rs. 5 lakhs which the Council sanctioned. So, the municipalities of Salem and Erode were consulted on this matter. The Salem municipality at first stated that they did not want to undertake the distribution work and that it

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might be given to Octavius Steel and Company. The Erode municipality said that they wanted to undertake the distribution. But it was found that they were not in a position to do so. It was on these considerations, viz., that the municipalities were not able to undertake the work, that the Government also could not undertake it, and that the taxpayer should not lose the interest on the Rs. 5 lakhs, that the work was entrusted to a private company which was accustomed to do this kind of work and which had the necessary agency, namely, Messrs. Octavius Steel and Company. In one way, I am glad that this question has been raised now, for it gives me an opportunity for giving all this information to this House, which I could not give in answer to an interpellation.

"Then, my hon. Friend Mr. Ramalingam Chettiyar and my hon. Friend Mr. Ratnasabhapati Mudaliyar referred in detail to the need for the granting of a distributing licence to the Coimbatore municipality. Now, there are several applicants asking for distributing licences to this municipality. There are the Nilgiris Power Syndicate, another private company called, I think, the Madras Electricity Distributing Company, the Coimbatore municipality itself and also the Coimbatore District Board. But I do not think that there is any conflict between the District Board of Coimbatore and the Coimbatore municipality because my hon. Friend Mr. Ratnasabhapati Mudaliyar is the President of the one and the Chairman of the other. As Mr. Ramalingam Chettiyar said the other day, several private consumers of energy such as mill-owners have sent letters to the Government saying that if the licence be granted to the Nilgiris Power Syndicate, they themselves will not take the energy. Now all these applications, namely, those of the municipality, of the Madras Distribution Company and of the Nilgiris Power Syndicate, are now before the Government, and the Government have not come to any conclusion. I can give this assurance to my hon. Friends, namely, that the Government have not made up their minds and that they will consider all the applications very carefully, and that whatever conclusion they may come to will be in the interests of the general taxpayer. These are the points referred to by my hon. Friends, and I suppose that on this assurance the cut motion will not be pressed."

* Mr. T. S. Ramaswami Ayyar :—"Mr. President, Sir, when the hon. the Law Member replied to the debate raised on the question of electricity, on the motion that we do not approve of the policy of the Government giving the distribution of electric energy to private firms, he said that it has given him an opportunity to give us some information which he could not give at question time. But, I am sorry to state that I was very much disappointed with the information that he has given. As regards the question of distribution, the hon. the Law Member said that the Government had an agency only for the generation of power. We find, Sir, in the Budget Estimates that as much as about 68 lakhs is to be spent on hydro-electric schemes in this Presidency. We are told that as regards the more difficult and costly part of the work, as it were, namely, generation of electric power, the Government have an efficient agency, but as regards the agency for distribution the Government had not any. It is really, Sir, very unfortunate that the Government should take up this attitude with regard to an industry which is considered a national asset. When we feel that it is a national asset as much as, if not more than, railways, I fail to see how the hon. the Law Member

should say that so far as distribution is concerned, he does not mind leaving it to outside agencies, because the Government have not the machinery. When the scheme was planned for a big project like the Pykara Hydro-Electric Scheme, the Government should certainly have made provision for the purpose of distribution as well. Now, for the first time, after the scheme has been worked for some years—even before that scheme was worked up a minor scheme for the purpose of accelerating the introduction of electric power, namely, the Glen-Morgan Scheme, was actually put into operation—after the Hyro-Electric Scheme has become a possibility, the Government now say that they have not got the machinery for distribution. I think, Sir, it is a sorry confession of the lack of forethought on the part of Government with regard to providing for contingencies which ought to be expected. When they laid the Hydro-Electric Scheme, the Government should certainly have also considered the necessity to have an agency for distribution. What happens now is that the Government undertakes the generation of current, prepares a big scheme on the opinion of its expert officers and spends a lot of money, and when it comes to a question of distribution, it hands over the work to an outside agency. The people in the country do not get all the advantages that they would otherwise get if the Government had really the distribution in their own hands. The current, I take it, would cost something like 4 or 5 pies per unit to Government to generate, but I expect when it is distributed by the new licensees the consumer may have to pay even as much as 8 annas per unit. I think, Sir, that is not really working up a scheme to the advantage of the nation, and further there is also the question of solving the unemployment problem. We know, Sir, that many of our young men do not find employment and in spite of expert knowledge they are not able to make that knowledge useful to the country. If the Government had taken up the work of distribution also many of our young men would be employed by the Government even in the distributing department. My hon. Friend, Mr. V. I. Muniswami Pillai, complained that all communities had not been given full opportunities in the formation of the establishment of the hydro-electric schemes. While I sympathize with him in that grievance, I desire to state that it is only a limited number of people that are now employed by the Hydro-Electric Scheme, and there is a scramble for a few posts. If the distribution had also been with the Government, many of our young men irrespective of caste, creed or community would have found employment. The Government say they do not possess the necessary administrative machinery but I may say that they would get the machinery at a moment's notice if they want it. I think the want of an efficient staff is an excuse that should not have been put forward by the hon. the Law Member. I also desire to draw his attention to the fact that once a licence is given to a company, it is given for twenty or thirty years.

"At present we distribute the current supplied by the Mysore 12-15
Government, but by the end of 1932 we expect to get current from Pykara p.m.
itself. The licence now granted by the Government will enable the licensee to go on distributing current for the next twenty or thirty years. As it is, even when we get current from Pykara this licensee will be entitled to arrange for its distribution. I fear, Sir, we have really committed ourselves for a period of twenty or thirty years. I wonder if this is the right way to develop an industry which we consider to be a national industry. I am not going into the question whether it would have been advantageous to give the licence to a

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local body or an Indian or European firm. All that I am concerned with is the question whether the Government themselves should not have undertaken this distribution themselves and run it wholly as a national industry. If the Government had done this, it would have benefited the State, relieved unemployment and conferred advantages to the people engaged in industries and so on in many ways. I think, Sir, that many hon. Members of the House will agree with me that the answer given by the hon. the Law Member was disappointing. I hope, Sir, that at least in regard to future commitments he will not follow this policy and commit the country for long periods of twenty and thirty years as he has done in the present case.

"I have given notice of another cut motion under this demand in order to discuss the need for establishing a central broadcasting station in the Presidency. I have brought it to the notice of this House on more than one occasion that the Government, if it really cares to improve the amenities of the people, can certainly erect a powerful broadcasting station in Madras and make it useful to the whole Presidency. You may be aware, Sir, that the Madras Corporation, with its slender resources, has been maintaining a broadcasting station in Madras and people within a radious of 100 miles of the city have been regularly and clearly listening to the broadcast from the Ripon Buildings. I am told that even people as far away as those at Allahabad and Lahore and Colombo, when atmospheric condition do not hinder, have been able to hear the Madras station although the station has only about 160 watts power. It may be said, Sir, that the cost of erecting a station and broadcasting for a year would be very heavy and that the Government in a lean year like this cannot undertake the policy of erecting a broadcasting station. But that is not really so. I may here give this information to the House regarding the broadcast given by the Madras Corporation and the expenditure connected therewith. The Corporation got as a gift from the Madras Radio Club a set which originally cost the Radio Club something like Rs. 5,000. That is the set that is working in Madras. The Madras Corporation has been incurring an annual expenditure of Rs. 12,000, including the payment made to artists and musicians who give the broadcast music at the centre and also the cost of the loud speaker installed at the beach. The House will realize therefore that the cost of erecting and working a broadcasting station in the Presidency would not be too much.

"Again, Sir, it may be said that broadcasting and electricity are Central subjects and therefore it is the Government of India that should take the initiative in these matters. But, I think, Sir, that excuse also the Government cannot plead seeing that a small local body like the Madras Corporation has itself taken the initiative and installed a set. When that is the case, where is the difficulty of the Madras Government I wonder? Of course we require a more powerful set than the one which the Madras Corporation has. I believe there is a Board constituted under the orders of the Government of India in charge of the broadcasting stations at Bombay and Calcutta. They have been incurring a lot of expenditure on broadcasting and we are getting broadcast messages from Bombay and Calcutta. In these circumstances I do not see any reason why the Madras Government should not launch upon a broadcasting scheme. If a broadcasting station is erected in Madras, preferably in a central district like Coimbatore or Salem—Madras messages cannot be expected to travel distances on the west or east as they might on

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the north or south—messages can be broadcast and heard throughout the Presidency. About the utility of it it is not necessary for me to speak. But I may in passing mention that in addition to the music that may be broadcast every evening and heard at all receiving places in the Presidency, we could also broadcast, at certain fixed hours, the news of the world, the state of the market, the prices of foodstuffs and so on and also the conditions of the weather and the time when floods could be expected in the rivers. All these would be helpful to the agriculturists.

"Sir, in imparting education also, a broadcasting set can be made to play a very important part. If we have receiving sets in our schools it may be possible for one who is at the broadcasting station to speak to all the schools at the same time on any chosen subject. This will also help in the running of night schools at which adult education can be imparted. As I have already stated, the Government need not be afraid of this proposal on account of cost. I say it is a comparatively cheap scheme. The Government can undertake to meet the cost of erecting a broadcasting station and sending out messages every day. For receiving the messages thus broadcast, the local bodies can be expected to spend on the installation of necessary receiving apparatus. The Madras Corporation can dispose of its transmitting set and install a few receiving sets. The various municipalities in the Presidency will also have their receiving sets and receive messages regularly. If this is not considered possible in the current year even after what I have said regarding its utility and the urgent necessity for having one, cannot the Madras Government at least give some subsidy to the Madras Corporation and make it more efficient? I am told, Sir, that the Municipality of Saidapet is contemplating the erection of a receiving station at Saidapet so as to receive messages from Madras. I request the Government to be a little more imaginative in these matters and get out of the ordinary routine and do something which would be really beneficial to the people of this presidency."

* Mr. K. A. Nachiyappa Gounder :—" Sir, Several hon. Members have dwelt at great length on the attitude of the Government in giving the licence for the distribution of electricity to Salem and Erode to a private company instead of either giving it to the local bodies concerned or keeping it for themselves. It is not therefore necessary for me to deal with that point in any detail, except to associate myself with their remarks about the matter. Now I shall confine myself to mentioning the objects for which I have given notice of a cut motion under this demand. Sir, my object is to raise a discussion about the desirability of supplying electricity to wayside towns and villages in the Erode-Salem line which is to be put into operation in the near future. For a question which I put during the last sessions of the Council on the subject, I got the answer that there is no proposal at present to give electricity to the wayside stations between Salem and Erode. Sir, there are some important major unions like Thiruchengode and Yedepadi and other important villages where electricity may be required for use with much advantage. It would be agreed on all hands that if a scheme is put into force to supply the rural area with electricity, the country would be greatly benefited. My hon. Friends, Messrs. A. B. Shetty and Ramalingam Chettiyar, referred to the various uses to which electricity can be put. From what I know, agriculture also can be greatly helped by saddling electricity to agricultural operations. In this area are many rice and other mills which could be run with electricity. So, it cannot be said that this part of the

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country is not in need of electrical energy. In these circumstances I would request the hon. the Law Member to consider the desirability of supplying electricity to the unions and other villages which I have referred to, if the public of those places demand for it."

12-30 p.m. The hon. the PRESIDENT: "The question is—

'*that the allotment of Rs.* 1,50,500 *for Hydro-Electric Survey be reduced by Rs.* 100.'"

The motion was declared lost.

A poll was demanded by Mr. Sami Venkatachalam Chetti, and the House divided thus:

Ayes.

1. Rao Bahadur G. Jagannatha Raju.
2. Mr. M. D. T. Ranganatha Mudaliyar.
3. ,, V. M. Ramaswami Mudaliyar.
4. ,, K. P. Raman Menon.
5. Rao Bahadur A T. Pannirselvam.
6. Mr. G. Ranganatha Mudaliyar.
7. ,, M. B. Rangaswami Reddi.
8. Subadar-Major S. A. Nanjappa Bahadur.
9. Diwan Bahadur C S. Ratnasabhapati Mudaliyar.
10. Diwan Bahadur M. Gopalaswami Mudaliyar,
11. Mr. M. Vedachala Mudaliyar.
12. ,, C. Indriah.
13. ,, P. Bayappa Reddi.
14. ,, R. M. Palat.
15. Rao Bahadur R. K. Venugopal Nayudu.
16. The Raja of Bobbili.
17. The Raja of Kallikote.
18. The Kumara Raja of Venkatagiri.
19. The Zamindar of Mirzapuram.
20. Mr. M. A. Muthiah Chettiyar.
21. ,, A. V. Bhanoji Rao.
22. Swami Sahajanandam.
23. Rao Sahib C. Jayaram Nayudu.
24. Rao Sahib B. Venkataramayya.
25. Mr. A. Harischandrudu.
26. ,, K. Kesava Ramamurti.
27. ,, Mahboob Ali Baig.
28. Dr. P. Subbarayan.
29. Diwan Bahadur R. N. Arogyaswami Mudaliyar.
30. Mr. Yakub Hasan.
31. Rao Bahadur T. A. Ramalinga Chettiyar.
32. Mr. Sami Venkatachalam Chetti.
33. Khan Bahadur Mahmud Schamnad Sahib.
34. Mr. T. S. Ramaswami Ayyar.
35. ,, V. P. Narayanan Nambiyar.
36. ,, M A. Manikkavelu Nayakar.
37. ,, A. B. Shetty.
38. ,, Abdul Hameed Khan.
39. ,, Basheer Ahmed Sayeed.
40. ,, K. A Nachiappa Goundar.
41. ,, A. Pl. N. V Nadimuthu Pillai.
42. Rai Bahadur N. Nallatambi Sarkari Manradiyar.
43. Mr. U. C. Subramnaya Bhatt.
44. ,, J. Kuppuswami.
45. ,, K. Pattabiramayya.
46. ,, V. T. Arasu.
47. Rao Sahib V. I. Muniswami Pillai.
48. Rao Bahadur C. Natesa Mudaliyar.

Noes.

1. The hon. Khan Bahadur Sir Mahomed Usman Sahib Bahadur.
2. ,, Diwan Bahadur Sir M. Krishnan Nayar.
3. ,, Mr. A. Y. G. Campbell.
4. ,, Mr. H. G. Stokes.
5. ,, Diwan Bahadur S. Kumaraswami Reddiyar.
6. ,, Mr. P. T. Rajan.
7. ,, Diwan Bahadur B. Muniswami Nayudu.
8. Mr. H. A. Watson.
9. ,, R. Madanagopal Nayudu.
10. ,, S. V. Ramamurti.
11. ,, Hilton Brown.
12. ,, T. Sundararao Nayudu.
13. Syed Tajudin.
14. Mr. M. Devadasan.
15. ,, N. Siva Raj.
16. ,, P. V. Rajagopala Pillai.
17. ,, V. G. Vasudeva Pillai.
18. ,, G. R. Premayya.
19. Pandit Ganala Ramamurti.
20. Mr. J. A. Davis.
21. Rao Sahib P. Subramaniam Chetti.
22. Zamindar of Kirlampudi.
23. Mr. C. Basu Dev.
24. ,, G. Sriramulu.
25. ,, H. M. Jagannadham.
26. Khan Bahadur T. M. Moidoo Sahib Bahadur.
27. Rao Bahadur R. Srinivasan.
28. Mr. C. Krishnan.

Ayes 48. *Noes* 28.

The motion was carried.

Demand XVI—Electricity—Reserved—for Rs. 68,58,700 minus Rs. 100 was put and carried and the grant made.

DEMAND XVII—EDUCATION—TRANSFERRED

* The hon. Diwan Bahadur S. KUMARASWAMI REDDIYAR :—" Sir, on the recommendation of His Excellency the Governor I beg to move—

'*that Government be granted a further sum not exceeding Rs.* 1,93,58,400 *under Demand No. XVII—Education—Transferred*'."

* Rao Bahadur T. A. RAMALINGAM CHETTIYAR :—" I beg to move—

'*that the allotment of Rs.* 19,93,000 *for University be reduced by Rs.* 100.'

" Sir, I propose in this motion to ascertain from the hon. the Minister for Education as to what the position is with regard to the several proposals that have been made in his department and what exactly he is going to do hereafter. Well, Sir, I may at once say that I do not make this motion with a view to obstruct his work or to find fault with his work. It is too early for censuring his work and I do not consider Education is the proper field where any obstructive tactics can be played. Having said that, I ask the hon. the Minister to be courageous and take up the several fields of educational activities and effect improvements in those fields in which improvements are possible.

" Well, Sir, about the importance of elementary education it is unnecessary for me to speak. For, it is well known that elementary education is the basis of life generally, in whatever field one may work and also in all the activities of human beings, whether it is political, economic or anything else. That being the case, every country in the world has been making elementary education compulsory in their areas and they are forcing it on the people in spite of the fact that freedom is ordinarily considered as the birthright of individuals. So far as higher education in India is concerned, we have never lagged behind any other country, but so far as the expansion of elementary education is concerned, I think we have been lagging behind most of the other countries in the world. That is a matter which he will have to seriously consider. So far as elementary education is concerned, it is high time that we make up for our lethargy in the past, and undertake a bold policy of compulsory elementary education so that at least in the course of 15 or 20 years there will be nobody in India who is uneducated. That is the sort of policy which ought to be adopted by him. In this connexion I may at once state that the Government have been adopting a policy of option, given to local bodies for introducing compulsion in their local areas. It is a matter in which I cannot possibly agree with the Government. If there is one matter in which compulsion ought to be resorted to, it is this matter. It is not a matter in which option ought to be given to particular local bodies. It is even more important than vaccination in which nobody thinks of giving option in introducing compulsion in local areas. So, Sir, elementary education being as important as it is and being of a really necessary character, it is up to the Government of the day to take the responsibility and introduce compulsion even though they may have to act against the wishes of some. They must consider it as their essential duty to introduce compulsion and diffuse more elementary education although other matters suffer. Complaint has generally been heard in this House that we are paying more attention to higher education than to primary education, and that more attention ought to be paid to this question of elementary education. Not long ago a committee which was appointed by

the Government to help the Simon Commission to frame its report went into this question fully and dealt with the prevailing conditions in our country. They state in their report that very few, tragically few, of the people who went to school went even up to the fourth standard. That means there has been so much wastage of public funds, of energy and everything else. It is not education at all. The mere fact that a boy was educated in the elementary school up to the first or second standard and then he kept away from the school does not mean that he got any benefit by going to school. It is waste of his time, waste of the time of the school and also waste of Government's money and finally waste of the opportunity given to the boy which was not availed of. That ought not to be the state of things. Some years ago, a committee was appointed by the Government—I believe it was in the year 1924–25—to consider the question of secondary education. That committee went not only into the question of secondary education but also it had something to say about elementary education because secondary education has to be built up on a solid foundation of elementary education. They said that there ought to be a self-contained course of five years in which elementary education ought to be imparted to boys and girls so that such of those as may not proceed further may have enough to begin life with. A proper curriculum extending over a period of five years including subjects like agriculture, handicrafts, hygiene, public health, co-operation and things of that sort ought to be provided for those boys so that they, after the completion of five years, may be in a position to start their lives properly equipped. That was the recommendation, if I remember right, of that committee. When they were asked to consider the question of secondary education, they considered this question of elementary education also because they thought that elementary education has to be the basis of secondary education. And that a minimum basic knowledge ought to be possessed by boys when they entered the secondary course. Well, Sir, five years seem to me to be the minimum and I do not think any boy who does not pass through these five years should be considered as having passed through the elementary course. I say this course should be made compulsory and any penalty that is attached for not sending boys to school should also be attached for not making the boys undergo the course through all these five years. That seems to me to be absolutely necessary. During these five years the boys ought to be imparted knowledge of a practical character. It should not be merely the teaching of certain text-books which some of us are familiar with. It should be more practical and have some relationship to practical life of the people, such as the village life, the village administration, the village sanitation, agriculture, some industries like carpentry and things of that kind which will show that education is not merely of book knowledge but is of a practical character. So I would urge the hon. the Minister for Education to make this his object and during the term that he is in office to make a real effort for making elementary education free and compulsory, and to see that the elementary education course comprises at least five years, and that during these five years the boy is given a comprehensive knowledge of practical things so that he may become fit, after the course is completed, to take his place in the village life to which he is entitled. That I request the hon. the Minister to make his ideal during the term in which he is holding his office.

12-45 p.m. "The next question is secondary education. I just now referred to a committee which was appointed for the purpose of considering the question of secondary education in this Presidency. It is three or four years since that committee reported. I am yet to know what is the outcome of the

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labours of that Committee. That Committee sat for over two years and it was a big Committee consisting of about 35 people; the report was a long one, a very comprehensive one which dealt with almost every side of secondary education. But so far as I can make out, very little advantage seems to have been taken, by the Government, of the labours of that Committee and of their report. I should like to know from the hon. Minister what he is going to do with that.

"One of the difficulties we have had in recent times has been the question of getting trained teachers. It has been said that it is not possible to improve elementary education since we cannot get trained teachers in sufficient numbers to do the work. With reference to the training itself, I think there is some difference of opinion as to what sort of training ought to be given. This Committee, which had a large number of people who were doing teaching work, came to the conclusion that the difficulty could be surmounted by adding the subject of teaching as one of the optional subjects for the School Final curricula. Some of the educationists on the Committee said that it was possible to introduce teaching as one of the subjects for the School Final course and if boys who took up this optional subject and passed, were appointed as teachers, this difficulty of finding teachers would be solved. In addition to this, there is another advantage also. Under the present arrangement a boy, after passing his School Final, has to join a training school and study there for two years; it is waste of time and money. I should like to know from the hon. Minister whether he has accepted that recommendation, whether he is going to give effect to it, and if not, what he is going to do in the matter. That seems to be a very important matter because it will solve the big question of training teachers. At present there are so many training schools in the Presidency; we can do away with them, if teaching is included as an additional subject for the School Final course.

"It was also suggested that some practical side should be given to secondary education by making Agriculture or some handicraft and physical education compulsory for the secondary education course. Here again I should like to know what has been done by the Government. I know, Sir, that it is not possible to have 'Agriculture' as an optional subject in all the secondary schools and nobody wants it; nor is it possible to have some sort of handicraft in every secondary school; the Government can, at least, start by having a few schools here and there, as it is necessary to give the boys some sort of practical knowledge, and further many boys may not be able to continue their studies further. So far as University education is concerned, no doubt it is open to students to specialize in special subjects. But a large number of boys will stop with secondary education; and what are you going to do for them? Are we to ask them to undergo some other course? So far as such boys are concerned, many courses are blocked to them. The Agricultural College does not provide for any sort of education for School Finals; they provide education only for graduates and under-graduates. With regard to the Medical College also, the same difficulty crops up. Most of the Medical schools will be abolished; there are going to be only three Medical schools hereafter; there is very little room for people who have passed the School Final course. Similarly in the Engineering College also, there is room for under-graduates and graduates only. So far as the School Final candidates are concerned, there is no chance of their being trained properly for any profession, after they pass their examination. If anything can be done by

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way of having a few schools for giving some sort of practical training, the moment they leave the school, they can enter some profession or other; that will be a god-send to the people especially in a time like this when unemployment is very acute. I should like to know from the hon. Minister what he is going to do in the matter, and whether he is going to make a beginning by starting a few schools in which Agriculture will be taught. If a few schools are started where mechanical engineering, or cabinet-making or some other handicraft is taught, students will be able to make a living after they leave the school. In the matter of secondary education, recommendations were made to liberalize the syllabus and give more option to people to undergo training in various subjects. Subjects like music, cooking, domestic economy, etc., were recommended to be added as optional subjects, so that women and persons who may be inclined to take up fine arts, etc., as optional subjects, and specialize in them may do so. It is not our object that every school should train people in all these subjects. You can provide two or three schools in the Presidency.

"So far as University Education is concerned, provision has already been made for fine arts and domestic economy being taken as optional subjects. It is absolutely necessary that these subjects should be taught in the high school classes and secondary schools. I should like to know whether provision has been made for this purpose. Unless provision is made for these subjects in the secondary schools, there is no use of having degree courses in these subjects; if these subjects are not taught in the secondary schools, it will not be possible to specialize in these subjects in University courses.

"With regard to Universities, I am sorry to say that we have got already too many Universities. I am one of those who think that three Universities are too many for our province. But nobody is going to propose that any one of them should be abolished. I hope it is not our idea that the same subjects should be taught in every institution. All I can say is that the Madras Presidency is not a very big place for which we want a large number of Universities, and that we do not want to have duplication of the same subjects being taught in all of them. I would like to see that each University in the province, specializes in some subjects, so that if anybody wants to specialize in any particular subject, he may go to that particular University. That ought to be the way in which Universities should develop here. It was said, Sir, that in Vizagapatam there was going to be a Technological College and that they were going to teach electrical and marine engineering there. I am yet to know whether any beginning has been made in that direction. I want to know whether any attempt has been made for having a decent college for this purpose in Vizagapatam. It was also said that Madras was going to specialize in mechanical engineering and some other subjects and that we were going to have a Technological Institute. Only two days ago I heard that the school, which was hitherto called the Trades School, was going to be called hereafter the School of Technology. That will not solve the question, as merely changing the name is not going to give additional facilities. We do require some definite course in mechanical engineering and electrical engineering; if we do that, then we will be in a position to do without the help of outsiders. The question of machinery is a very big one; we are to-day getting heaps and heaps of machinery from outside, machinery worth crores of rupees. We find it difficult even to put together spare parts of motor cars. That is a field

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which we can take up and in which we should take our rightful place with other nations. If we do that, we will be in a better position to solve the question of engineering, etc. I should like to know what exactly has been done and what is going to be done in the immediate future.

"Then there is the question of utilizing the graduates that are turned out from the women's colleges and schools. Our province can rightly be proud of having two colleges for women and a number of high schools for women and the woman who pass out of these colleges and high schools are better than most others in India. We ought to recognize the fact that we are getting a large number of graduates from these colleges every year. The question is how they are going to be made use of in the development of this province. One of the courses open is to utilize them as teachers not only in girls' schools but also in every school. They need not be confined to girls' schools only. In other countries I think women are employed as teachers in boys' schools. I do not see any reason why we should not do the same thing. So far as the education of young boys are concerned, I think, if we employ women teachers there is advantage. Women teachers are likely to understand the position and needs of boys better than men teachers. This is a field in which women can be employed more and more. I should like that the hon. Minister should consider this question.

"Then there is the big question of retrenchment. If there should be retrenchment in education, where is it to be? Certainly it cannot be in elementary education for which we want more money than what is provided. 1 p.m.

"There is also another point to be considered, in connexion with elementary education, and that is, whether schools which employ only one teacher and which are far away from towns, are really doing any good work. From my own personal knowledge, I can say that the teachers in some of those schools are more often out of the village than in it. In spite of it, they are able to get on because there is nobody to take them to task. In some cases, some teachers engage themselves as document writers, stamp-vendors postmasters and in various other ways. It is certainly not to the advantage of the schools or the boys that such a state of things should exist. I would therefore ask the hon. the Minister to seriously consider the question of consolidation of schools and see whether it is not posssible to abolish these one-teacher schools. It is better that we have, as far as possible, four or five teachers in every school; but if that is not possible, we should have at least two teachers. Anyway, the schools with only one teacher should go at once. If we have four or five teachers in a school, each can specialize in a particular subject and better instruction can be given to the pupils in various subjects. If, however, for any reason such as that any locality is too far away from the surrounding villages, it is necessary to have schools with less than four or five teachers, I should think that at least two teachers should be employed; otherwise, I am afraid the school will not be doing the work for which it is intended. It will not be humanly possible for one teacher to teach five standards. So, that is also a point to be considered. Except in this way, no retrenchment is possible, so far as elementary education is concerned. If retrenchment is really to come, it should come from the head 'direction' in the higher quarters. For instance, when the last Retrenchment Committee sat, it was found that there was no need for so many officers in Madras. There were then one Director, two Deputy Directors and one Deputy Directress. The Retrenchment Committee thought that at least

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one of them could go; but unfortunately what was done at that time was, instead of abolishing one of the Deputy Director's posts, the Government abolished the post of Deputy Directress with the result that two years hence, the post was revived and the recommendation of the Retrenchment Committee was therefore given effect to only in name for a short period. The real difficulty at the present moment is this: Even very small matters are now being referred to headquarters. For instance, an indent, say for Rs. 250, for a middle school has to pass through the District Educational Officer to the Director, to be passed by him. That means so much waste of time for so many people. This is absolutely unnecessary. The Government have issued instructions as to what schools should be provided with what articles. If so, why not leave it to the District Educational Officer to pass these indents? If this is done, a large portion of the work done at the headquarters will vanish.

"Again, Sir, there are a number of returns which I think are quite unnecessary. It is quite possible, by some delegation of powers, to make long correspondence with the headquarters unnecessary, and thus save time and save also some establishment in Madras. It ought to be quite easy to get on with only one Director, an Assistant Director and a Manager of the office. As it is, Sir, the Director's office looks like a huge establishment probably enough to administer the province in all departments. Of course, almost every department is like that; and a standing example, as I submitted the other day, is the Board of Revenue. We all think of the Board of Revenue because it is there and we come in touch with its work very often; the Director's office is practically the same thing—only our attention is not directed to it to the same extent. In this Director's office, there is the same delay, there is the same prolonged correspondence, and all the other things we see in the Board of Revenue. This state of things should be remedied. There ought to be more of decentralization, and more power should be given to the officers in the districts. If that is done, I am sure we can save a lot of establishment.

"Again, Sir, with reference to the district agency itself, it seems to me that having one officer for each district is a new policy. I do not think it is absolutely necessary. It is a matter which will have to be gone into by the hon. the Education Minister. Hitherto we had only one Educational Officer for two or three districts, but we now have one officer for each district. The work of supervision is done by the Deputy Inspectors here. I do not think it is necessary that we should have one officer for each district.

"I do not want to take up any more time of the House. I would only request the hon. the Education Minister not to allow time to pass without making a real impression on it, to take courage in both his hands and see that a real step forward is taken in elementary education."

The hon. the PRESIDENT:—"The motion before the House is—

'*that the allotment of Rs.* 19,93,000 *for University be reduced by Rs.* 100.'

"Let me remind the House that the time allotted to this demand is four hours. I think, as usual, under this motion for reduction, all the issues covered by the several motions for reduction that have been given notice of, might be raised and discussed."

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Mr. ABDUL HAMEED KHAN :—" Mr. President, Sir, I beg to second the cut motion moved by the hon. Member from Coimbatore, Mr. Ramalingam Chettiyar. In opening his speech, the hon. Member said that the motion was not so much to obstruct the work of the hon. the Minister, as it was to give him suggestions for guidance in the future. That of course may be the attitude to be adopted by us, but at the same time, sufficient time has already been given to the hon. the Minister to show how far he has progressed in preparing a scheme for improving the system of education, even though he may not yet have arrived at any definite results. Surely, he can now come forward and say that he has already made a beginning in the directions pointed out by the hon. the Mover.

" Taking the Administration Report for the year 1929–30, it is stated that Government have ordered that in recruiting candidates for the Madras Educational Service, equal opportunities should be given to all communities. This is a statement which the Government have made here ; but I wish to know how far the Government have succeeded in seeing that that policy has been followed by the Education Department.

" Coming next to the Beasley Committee, the recommendations of which the Government say they have already given effect to in some ways—by making physical training compulsory in all secondary schools—we are told that all boys, and girls, schools have been directed to submit a report each year. I do not know if those reports have been supplied to Members of this House. I do not know what the report itself suggested and what schemes have been prepared on the basis of that report. We all know, Sir, that in the Annamalai University Act, physical culture has been made compulsory. I do not know why the hon. the Minister should not take a leaf from that Act and see that the Madras University Act also is amended, so as to make physical culture compulsory even in the university courses. Various figures are given with regard to the increase in the number of students both in elementary and in secondary schools. I must say, however, that I cannot fully agree with the statistics given here. I find that the increase shown here is substantially very much more than what it actually is. I request the hon. Minister to see that these statistics are further scrutinized and verified. I do not think the statistics have been prepared on a scientific basis. We all know that in our province, as well as in other parts of the country, the percentage of literate people has been considerably low. We find from the report here that the percentage of pupils under instruction to the total population was 6·8 in the previous year, while the increase has been only ·2 per cent for 1929–30. This is really a deplorable state of affairs. I do not know what scheme the hon. Minister has adumbrated or proposes to adumbrate in order to see that this deplorable state of affairs is removed.

" There has been a considerable decrease in the strength of the professional colleges. I want to know whether the Government have made any enquiries into the reasons for this decrease. Is it a fact that our boys are not taking to college courses as they used to do formerly ? Or is it a fact that finding that higher education does not pay them, they have ceased to pursue their educational career further ? Or is it a fact that they have taken to other courses, more profitable to them, such as technical and professional courses, to the extent to which they obtain in our province ? This is a matter which I hope the Government should investigate.

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" With regard to the University itself, I find it has instituted a course of Ayurvedic system of medicine in the Oriental Studies Group, whereas they have not included the Unani system of Medicine in the same Oriental Studies Group. I hope the Government will draw the attention of the University to this matter and see that it introduces the Unani system also in the Oriental Studies Group.

" With regard to the University Training Corps, it is only very recently that the Government thought of having such a corps in our Universities. I think it is only six or seven years since this system was inaugurated ; and I do not know if the time that has elapsed since then has been utilized to increase the usefulness of this institution, so that it might be as widely spread throughout the province as it ought to be. Evidently, the amount of money that was allotted to it is not enough. I hope that steps will be taken to see that the University Training Corps are increased and that every college in the province has got a very fully equipped Training Corps attached to it.

1-15 p.m. " Then, Sir, with regard to the Government Muhammadan College itself, the Government have made certain improvements in introducing two subjects, English and History. They also sent three young Muslims to England for higher studies and they have also returned and been appointed as assistant professors in charge of their respective subjects. That, of course, is due to the previous Government and I hope the present Government will continue the good work that was done by the previous Government. They should also see that they open a Philosophy class in that college, because the Mussalmans require that that subject also should be taught in the Muhammadan College.

" Coming to the question of a Technological College for the province, my hon. Friend, the Mover, has dealt with this question. Sir, this is one of the most important questions that should engage the attention of the Government. If we have been opening one university after another, we have done so in order to improve the culture of the various communities speaking different languages. For instance, we have constituted the Andhra University and we have also constituted another university for the Tamil people, and that is the Annamalai University. What we insist upon is a Technological college to begin with which will develop later on into a very useful Techonological University in times to come. The attempt on the part of the Government to introduce the teaching of electricity and such other scientific subjects in the Engineering College has been welcomed, but that will not do. The Government ought to move faster in regard to these matters, because we have to move with the times. For this purpose, we have to adopt modern scientific methods that are obtaining in other countries.

" Sir, the number of secondary schools in the province has decreased from 528 to 526 and I do not know the reason for this decrease. The report before us does not satisfy us as to why there has been any reduction in the number of secondary schools. I thought there has been a demand for more and more secondary schools in the province, especially from the cut motions that we find on the agenda given notice of by members of all communities, Hindus and Mussalmans. The demand for more secondary schools has been more insistent from Cuddapah, Nellore and other districts, and I do not know why Government have not thought it fit to increase the number of these schools, but on the other hand, we find a decrease in the number by two.

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"With regard to elementary education, the hon. the Mover has dealt with the question to a certain extent. We find from the report that the number of elementary schools has risen only by 350. I do not know if this increase is at all satisfactory if we take the whole area of our province into consideration. On this point, I have to differ from the hon. Mover with regard to the scheme of Mr. Champion, the Deputy Director in charge of elementary education in Madras. Even after a perusal of the report of Mr. Champion I am unable to see that he has made out a case for the scheme. I find in the report that Mr. Champion suggests that both boys and girls belonging to various communities, Mussalmans, Hindus, Adi-Dravidas, etc., should be concentrated in one central school. At the same time, he suggests the continuation of small schools round about that central school. One can very well suggest to Mr. Champion that he might present this report to an expert on town-planning rather than to the Education Minister or to the Education Department, because it is only when we start new villages or new towns that such institutions can be actually worked, but under the present state of affairs his suggestions are impracticable. First of all, Mr. Champion suggests that the school should not be far away from the localities from which boys and girls belonging to the various communities can go. According to the Elementary Education Act itself, there is need for a school within an area of one mile. If we give effect to Mr. Champion's suggestions, what will happen is that the very salutary requirements of Mr. Champion will have to be given the go-by. When Mr. Champion deals with the advantages of a central school, he says it will be possible to reduce the number of schools and thus reduce the expenditure. Coming to the question of supervision, he thinks that there will be better supervision by having a central school instead of a large number of schools. He goes on to say that communal and caste prejudices would be removed. He also says that he is in favour of co-education. He also refers to the advantages of his scheme in respect of Muhammadan and Adi-Dravida education. He knows that he is suggesting impracticable things, and that they are ideal suggestions. I do agree that his suggestions are ideal and that they can be brought about only in case we set up a new village where all communities are inhabiting round about a particular area, in which case it will be a good thing to have a central school. But, if we take any village or town we can never find all the different communities living round about any particular area. In regard to co-education, he says that the experience of the Government has been that wherever they have got mixed schools, the girls have been in a minority. If we really want to encourage female education, it will not do to have a mixed school at present. We have to go farther and as a matter of fact we have to wait for some time more before we can think of mixed schools for boys and girls. Further, I do not think, parents will come forward in large numbers to send their girls willingly to such mixed schools. With regard to Muhammadan schools, I do not think any purpose will be served by this scheme of mixed schools. Although Government may have in view this idea of a mixed school, one compartment for Hindus, another for Adi-Dravidas, a third for the Muhammadans and a fourth for some other miscellaneous communities in the same school, by which they can bring about an *esprit de corps* among the students, it is impossible to attain the object which Mr. Champion seems to have in view. His object can be realized only in a school where there are 50 or 100 or 150 students, but in a school where you have got a large number of students, say 500 to 1,000, to mix up boys and girls of different communities, will not be as

advantageous as Mr. Champion seems to think. Then, in the case of the Mussalmans, there is also the language difficulty. Most of the Muhammadan schools are run with Urdu as the medium of instruction. If we have to retain that language I do not know what purpose will be served by having these mixed schools, so far as the Mussalmans are concerned.

"Then with regard to inspection also, I do not think that supervision will be materially affected by concentrating the different schools in one central school, as the author of the report seems to think.

"Further the idea is to have ultimately one headmaster with high educational qualifications to supervise all the schools in the building. One knows how very difficult it is for a headmaster to manage a school consisting of about a hundred or hundred and fifty boys. If, on the other hand, 500 or 1,000 children are going to be placed in charge of a headmaster, however highly qualified he may be, I do not know if that scheme will be at all successful. Then what will happen is that the teachers will be more responsible for the boys than the headmaster, because he will have no opportunity to know any boy at all as it will be impossible for any one person to know all the 500 or 1,000 boys at the same time. Further, his official work will increase and he will have to devote more time to his desk than to the inspection or education of the students in the various classes under his charge. But, as I have already stated, the scheme adumbrated in Mr. Champion's report can be possible and practicable only under very ideal circumstances. It will be possible only if we start a new town or village with a school building in a centre which can accommodate all the students in one building, but under the present conditions it is not a practicable thing."

At this stage, the House rose for lunch.

After Lunch (2-30 p.m.).

Mr. ABDUL HAMEED KHAN :—"Mr. President, Sir, I was saying that from the point of view of Muslim education this scheme is not satisfactory. Sir, we know that although attempts have been made, yet greater attempts ought to be made to have combined schools for all communities. But at this stage that is not possible on account of various reasons. There is the question of language, the medium of instruction, and the question of the development of culture of a particular community ; then there is the question of age, in which there is difference between the age of Muslim boys going to school and that of the boys of other communities ; there is the difficulty of gosha system standing in the way of the rapid spread of education among Muslim girls ; and then, it is impossible to combine both private managed schools and the public managed schools on account of the question of buildings and other difficulties that are insurmountable. Mr. Champion in his statement says that as long as Muhammadan children have to be taught at schools those subjects which they ought to have learnt already, it is not possible to introduce that scheme. So much with regard to elementary education.

"The other day the hon. the Minister said that Government have not given their approval to that report. Whereas I find from the Administration Report that Government have given their general approval to the proposal of admitting into schools both sexes of all communities. If that is so, I wonder how the hon. Minister, the other day, in answering some question said that Government have not dealt with the report as yet. I do not

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know if I am correctly representing the thing, and I hope the hon. Minister will state what he has to say on this matter when he speaks. I hope Government will not create trouble by not consulting public opinion with regard to Muslim education. I say that unless the Muslim community has accepted that scheme, they will not put it into effect.

"Sir, it is believed that elementary education has been introduced in about 25 municipalities and some other places. I must say in this connexion that the introduction of compulsory education has not been satisfactorily carried out. To my mind it appears that municipalities are satisfied by merely formally passing resolutions introducing compulsion in certain areas or in the area comprised in the municipality. They have not gone beyond passing resolutions by making necessary provisions for the introduction of compulsion. In the case of various municipalities I am afraid they have not increased the number of schools, and in the case of Muslims, particularly I must say they have taken shelter under the provision in the Elementary Education Act, that no Muslim boy should be compelled to attend school unless religious instruction is provided for in that school. They safely escaped under this clause and thereby they denied the Muslim boys the necessity of having to go to school. If statistics are taken in areas where compulsion has been introduced, I am afraid, it will be found that not even 10 per cent of the boys of school-going age attend these schools.

"With regard to the quality of the training that is given to teachers it is high time that we revise the course of training that is given to teachers. It is a very very old system that we have in vogue and it is high time that we raise the standard so that education in the elementary schools could be made better than what it is to-day.

"Then, Sir, Government have not brought forward any scheme with regard to the duration of school-life. We know in a large number of cases that we have a large number of pupils in the lower classes but as we come to the higher classes the number begins to dwindle to very insignificant numbers. Ultimately we find that it is mere waste of public money, as was remarked by the mover.

"With regard to girls' education we miss here our ex-colleague, Mrs. Muthulakshmi Reddi, who used to fight for the cause of women. But I hope the present lady Member will fight for their cause, and so I don't want to take up that subject. In this connexion I want to say that though Government have spent a very large sum of money on girls' education yet, they find it impossible that,—even though I and my other colleagues in this Council have been agitating, and not only ourselves but the Muslim Educational Association in Madras and other Muslim educational bodies in the city have been agitating for the last three or four years for starting a Muslim secondary girls' school in north Madras,—for want of funds, which after all may be ten or twelve thousand rupees a year, the institution is being postponed. I hope the attitude of Government with regard to education of girls, especially those of backward communities, will change, and that they will not hesitate to spend money in that direction.

"Sir, Government have not given sufficient attention to the question of adult education. We know in other countries, in foreign countries, especially England and the like, which have advanced considerably in education, Government are doing much in the direction of adult education

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But in this country nothing has been done in that direction. Although Government are aware of the fact that the percentage of literate people is very low, yet they have not done anything in the matter. So we ought to take particular care to see that our adults are educated to the extent that they may be able to read vernacular newspapers and understand the general conditions obtaining around them. Sir, Government can very well help to improve and advance education in the province by helping local bodies with sufficient funds for opening libraries and reading rooms in different centres and localities. It is not enough if they support universities by endowing them with lakhs and lakhs of rupees to be concentrated in one particular area. The education must be spread out, and if that should be the aim of Government they can achieve it generally and quickly and speedily by having more libraries and more reading rooms started in various parts of the country.

"With regard to salaries of school assistants in secondary schools, agitation has been going on in this House for a very long time. Almost ever since I came to this Council, Member after Member has been asking by means of questions as well as also during Budget time to raise the salary of school assistants in the subordinate service. To these Government have been replying for the last four or five years that they are preparing a scheme on this behalf, and till this date no scheme has as yet seen the light of day, to relieve the distress of these poor teachers who have to maintain a higher standard of life than their co-workers in other departments drawing the same scale of salary. I hope Government will give their best attention to this matter. The pay of pandits and munshis too has been before the Government for a fairly long time and as yet nothing has been done in the matter.

2-45 p.m. "Sir, with regard to the grants that the Government are giving to orphanages, we recently considered that question and the Government have not thought fit to see that the various communities are dealt with equitably. There is one particular community which is taking advantage of this particular amount that has to be distributed among all the communities. Sir, the policy of the Government should be that they must come to the rescue of other institutions as well and distribute the amount among the various communities instead of giving a major portion of it to one particular community which is maintaining institutions for itself.

"Sir, with regard to the question of Muhammadan education, of course, various Muslim Members of this House have already given notice of cut motions to request the Government to appoint a committee to enquire into Muslim education in the province so that they can suggest ways and means by which Muslim education can be improved and can be brought up to a higher level or at least to a level to which it has risen amongst the other communities. No doubt, the Government acknowledge and the members of the other communities, I hope, admit that Mussalmans have not yet advanced to the extent to which they should have done. There are various disabilities from which they suffer and they are at the mercy of local bodies which are not very sympathetic to Muslim education. In most cases from reports received we know that the local bodies have been rather indifferent so far as the education of Mussalmans and Adi-Dravidas is concerned. Sir, with regard to that question there are so many matters to be considered that it is impossible for any member to rise up and state before the Government the

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complete case in order that the Government may attend to it. It is necessary that a committee should be appointed consisting of some Mussalman representatives of this Council and expert educationists, so that they can go into this question and suggest ways and means by which they can see that the education of Muslims in the province is raised and that facilities are afforded to the Mussalman community in regard to this matter. With these few words I have great pleasure in supporting the motion."

* Mr. M. S. Sreshta :—" Mr. President, Sir, I may, in passing, refer to the Elementary Education Act. The Catholic community has been very nervous as to what principles may be established in regard to the education of the masses and how the Catholic community may fare under the new regime. In this matter our sentiment is the same as the Muslim sentiment, and although we, Christians, are a weak minority, so far as this question is concerned we are sailing in the same boat with our powerful Muslim brethren. (Hear, hear.) I shall not deal further with this question because no doubt the proposed Elementary Education Act will be fully considered and the sentiment of the Catholic community will be fully ascertained before any decisions are arrived at.

" I now pass on to the next question, that is, the policy adopted by the Education department towards the depressed class community, and such members of that community as embrace Christianity. It has been a sore point with the Indian Christians that a discrimination is being made between Christians and Hindus among the depressed classes. We hear a good deal now about protection of minorities. We hear that all religions should be treated in the same way, and recently the Minorities Sub-Committee of the Round Table Conference came to the conclusion that there should be no discrimination whatever between religions. That being so, we have been feeling rather sore about the matter that the Indian Christians have been treated badly, and that such of the depressed classes as embrace Christianity have been treated differently from the Hindu depressed classes. This question is involved with the administration of the Labour department. But, with your permission, Sir, I wish to say what I have to say on that matter in this speech, because the arguments that I will have to adduce will be the same as on this question. When the Labour Demand comes in, I shall, with your permission, only supplement these remarks I make now, if necessary. Probably I may finish all my remarks in this speech itself. In other countries, the uplift of the depressed classes has been left to themselves and to missionary and philanthropic agencies. But in India it has been found that the depressed classes cannot be left to themselves. For ages they have been in a depressed condition. It is not possible for them all at once to rise in the social and economic scale. And it has been found that in the interests of the State and in the interests of the depressed classes themselves they should be helped by the State. The question is whether the application of this principle does not imply that this aid should be continued even when the Hindu depressed class members become Christians. If, the moment a Hindu depressed class member becomes a Christian, he rises in the social and economic scale to a very great extent, then that policy might be justified. But is that so? Speaker after speaker at the debate of 1929 pointed out that the depressed classes among Christians are not treated better than the depressed classes among the Hindus."

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Mr. V. T. Arasu :—" May I rise to a point of order, Mr. President? Is the hon. Member at liberty to deal with a subject which does not pertain to Education? He speaks about the treatment accorded to different depressed classes."

* The hon. the President :—" I think he is referring to their treatment with regard to Education. Therefore he is quite in order."

* Mr. M. S. Sreshta :—" It may be of interest to know how the Labour department came into existence. The reason why I am speaking on this subject is this. So far as the Christian depressed classes are concerned, the scholarships which they receive are received only from the Educational department but among the Hindus, such scholarships are given by the Labour department. As a matter of fact, whatever I have got to say pertains both to this Demand and to the Labour Demand. It might be within the knowledge of many Members of this House that the idea of helping the depressed classes has been before the House for several years. In 1919 or 1920, I believe there was a resolution that hostels should be provided for members of the depressed classes. That resolution was seconded by a Christian, a Catholic Archbishop of Madras. It was, however, thought that a concrete and elaborate scheme should be devised for helping the depressed classes, and as a result, the Labour department came into existence. This Labour department has done excellent work and the only drawback has been that so far as the Indian Christians are concerned, such of the depressed classes as became Christians have not been treated in the same way as the Hindus have been. The depressed classes form a minority. . . ."

Diwan Bahadur R. N. Arogyaswami Mudaliyar :—" On a point of order, Mr. President, may I point out that the question of scholarships and education of the depressed classes comes under Demand No. XXVIII? I think, as I believe the hon. the Minister also will agree, that we will have an opportunity of discussing this question of scholarships for depressed classes under that Demand."

* The hon. the President :—" The hon. Member must try to confine himself to Education demand. If he is going to speak about the Labour department and depressed class education, I think he can very well reserve his remarks for another occasion."

* Mr. M. S. Sreshta :—" I shall reserve my remarks about the Labour department when that demand comes up for discussion. I am now speaking about the question of the treatment of such of the depressed classes as become Christians, under this Education Demand. Even the League of Nations has recognized only three classes of minorities, namely, linguistic, racial and religious. They have not recognized social and economic minorities. But so far as this country is concerned, as I have already pointed out, there is a very strong reason why such a minority should be recognized. But whatever the reasons are for recognizing this minority among the Hindus, the same reasons apply, as I pointed out, to recognizing it among the Christians. So far as the Educational department is concerned, I urge that the position as between the Hindus and the Christian converts may be equalized. I have had a conversation about this with many hon. Members who represent the depressed classes. I must say they took a very fair view of the matter and they told me that they would have no objection whatever to this discrimination being removed. So far as the depressed classes are concerned,

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I may assure them that there is no intention whatever on our part that they should suffer. What I say is whatever privileges the Hindus have got, we must have also, in the Education department. As regards the activities of the Labour department, I shall make my remarks in a later speech. I thought it would be more convenient to the Members and may also save their time if I spoke about it now alone. But, anyhow, I shall refer to the other aspects of this question later on. I hope the House will take a very generous and humane view of the question and that they will see that the depressed classes are helped, even though they may be Christians. It may be said that the Christian religion should not have any depressed classes at all, but unfortunately that is not possible. If you look at the history of conversion, it will be found that missionaries have concentrated on the religious aspect of the question. They left social matters to the converts themselves so far as they could. They preferred salvation of the soul to social uplift or reform. It has been found that even the Portuguese in the plenitude of their power, when they made conversions centuries ago, allowed caste to remain, and even to this day the descendants of these converts observe caste. Again, in Madura when Fathers Beschi, de Nobili and Brito, the famous missionaries, converted Hindus, they allowed caste to remain. So the fact remains that caste is observed among Christians. It may be wrong, but still it is a fact. I may here quote what Mr. Khalif-ul-lah Sahib said:

'I am afraid Government are making this distinction without a difference between Hindu depressed classes and Christian depressed classes. I know the Christians very well. There is really no difference at all between a depressed class Christian and a depressed class Hindu. I submit, Sir, that the depressed class Christians must receive support at the hands of the Government equally with the depressed class Hindus because the Government, being neutral in the matter of religion, they should not make any distinction. If the Government help the depressed class Hindu they do so not because he happens to be a Hindu but because he is a depressed class man. I submit that the depressed class Christians should get the same help at the hands of the Government which the depressed class Hindu gets'.

"And this has been the opinion of a very large number of people. I was conversing with many hon. Members of this House coming from different districts and they all tell me that so far as members of the depressed classes becoming Christians are concerned, they do not change their places in the social or economic scale. I say that there is no reason whatever why any discrimination should be made between the Hindu depressed classes and the Christian depressed classes and I beg the hon. Minister for Education to be good enough to consider this matter sympathetically and fairly and see that no discrimination is made between these two depressed classes."

* Mr. K. Kesava Ramamurti Nayudu :—"I wish to say a few words regarding the starting of a high school for girls in Cocanada. There are now two higher elementary schools for girls in Cocanada. They originally belong to the Government but they are transferred to the municipal management. Government pay a sum of Rs. 3,800 and Rs. 2,000 and odd to the two schools. In the aggregate it comes to about Rs. 6,000. During the Ministry of Sir A. P. Patro he asked the then District Educational Officer that a scheme should be prepared for converting one of the schools into a high school. According to that it would cost about Rs. 6,000 in the first year, Rs. 8,000 in the second year and Rs. 10,000 when it becomes a full blown high school. After Dr. Subbarayan took up the portfolio he did not give effect to that scheme at all. Now there are two schools and one of them may be abolished and thus Rs. 6,000 got to start the IV form this year only. The hon. Minister for Education need not put himself to the necessity of fobbing off this request with the usual excuse of want of funds. If the Government do not like to 3 p.m.

close down one of the schools they may at least give as a preliminary measure a middle school according to the scheme prepared by the municipal school which costs about Rs. 4,200. That means Government will have to pay Rs. 400 more to convert the school at Suryaraopet into a middle school. But I request the hon. the Minister for Education not to postpone the consideration of raising it to a high school to that of converting it into a middle school. Many girls seek admission into boys' schools. Some go to the Pittapur Raja's College, some go to McLaurin High School, some go to Rajahmundry and some to Vizagapatam but many give up their studies. As everybody knows, it is child marriage and the gosha system that stand in the way of girls getting admission into boys' schools and I request the hon. Minister to neutralize the tyrannies of these social laws by giving greater facilities to girls for higher education by opening a larger number of secondary schools for girls. I also want that there should be a change in the course of studies which are now given in the girls' schools. They should be taught especially painting and music to beautify their homes and sweeten their lives. They must be taught physiology, hygiene and other things to make them intelligent mothers, efficient housewives. So I request the hon. Minister once again to give his serious and sympathetic consideration to the question of opening a high school for girls at Cocanada and supply a long-felt want of the City."

* Mr. SAMI VENKATACHALAM CHETTI :—" Mr. President, in speaking upon Education, I feel, Sir, that I cannot but make reference to the progressive increase of expenditure from the year 1926 up to the present day. That that time should synchronize with the Ministry of Dr. Subbarayan is a matter upon which I take a certain amount of pleasure. Sir, I, as a leader of the Congress party, was criticized for having given support across the bench to the Ministry without giving that support from behind the bench. I do not propose to answer that criticism, but if that fact be certain I feel that what we have done is perfectly justified by the expansion of education in the Presidency from 1926 up to now. But while feeling so pleased at the increase of expenditure, I am afraid my criticism against the continuance of the policy laid down by Thomas Babington Macaulay should be geometrically increasing. Sir, education is a national work and I do not believe that with every change in the Ministry there should be change in the policy of education. But what I desire to-day to point out is that in spite of admittedly reactionary or the unsatisfactory nature of the present educational system, no Ministry has attempted to make it adaptable to either the existing conditions or to the future needs of the country. We have broad-based distinctions of elementary education, secondary education, higher educatton, collegiate education and technical education. In none of these divisions of education are we able to produce young men who could be called to be useful to this country. It is true that in elementary education we have made very high strides. At any rate on paper we have declared that several municipalities have adopted the compulsory free elementary education system, and I also admit that some moneys are given either by educational contribution to local bodies or by the levy of the educational cess or other methods. But when you compare the number of pupils who are in elementary schools with those who go into the secondary schools you find that the money that you spend on elementary education has become a waste. For instance, take one community of depressed classes. My hon. Friend, Mr. Sreshta, was speaking of the depressed classes. I may say here again that during my Friend Dr. Subbarayan's regime the number of pupils of the depressed classes has

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increased considerably and in fact some of the schools who prohibited entry of depressed class boys either because of the locality or of the custom have been replaced by schools which threw open their doors to such people. (Mr. W. P. A. Soundara Pandian: Question.) My hon. Friend, who was, I believe, the whip of Dr. Subbarayan's Party, must look into the records which have been published by the Government, and I may mention for his information particularly that in the Ramnad district where the depressed classes seem to have very legitimate complaints against wealthy landlords and other caste men that have been in that district the number of depressed class pupils in schools have increased. The number of depressed class pupils in the secondary schools is very small. Sir, I was mentioning about the necessity of a thorough change in the system of education. There is considerable overproduction in the Universities. What is it that the Minister wants to do with these people? Is it merely to manufacture discontented young men who are neither useful to themselves nor to the country? If the amount that has been spent by young men, not only by the Government but by the poor parents is calculated and if it be capitalized it would be enough for the maintenance of the families of young men for all time to come. There is no well thought-out policy with regard to education. Secondary schools there are with curriculum which is perhaps out of date. Boys are not taught in subjects which will be immediately useful to them. For instance, the one way by which you can create an interest either in a technical line or an agricultural line would be to introduce text-books which deal with subjects relating to agriculture, trade and commerce. We have got all sorts of text-books which treat of legendary subjects or modern frivolities. There is not any attempt to interpret legands into modern thought. I must request the hon. Minister to examine or to create a committee of learned men to advise on this subject-matter and bring out text-books so that they may become useful for those boys. Sir, my hon. Friend, the Minister for Education, in reply to addresses presented to him for building grants and equipment grants has been practically replying that on account of want of funds he is unable to respond to the requests of those bodies. But, he has this year asked for the same amount as was normally spent in the years previous. There was no doubt an increase of 30 lakhs in the current year. But it is due to the Annamalai University. This year he had 270 lakhs and for next year he is budgeting for 271. Having, therefore, regard to the fact that the amount has increased by one lakh, why should you go on singing the same swan song when reasonable requests for building and other grants are applied for? There is some other thing to be considered. Fighting the civil disobedience movement has travelled from the Home Department to the Educational dapartment also. They have got what is called a black list and a white list with regard to institutions managed by local bodies. Many of these boards' applications for grants are readily granted if they are in the white list and are rejected if they are in the black list. I know it and I want the Minister to contradict it. At one time a particular municipality thought that the refusal of a particular grant was due to the hoisting of the National Flag, and subsequently when they modified the previous resolution Government after considerable hesitation granted them and said that the original refusal was not due to that cause. I do not want the present Government to continue that kind of policy.

"I wish to say a word or two about the District Educational Councils. These Councils are no doubt constituted with very laudable objects but

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unfortunately the elected men that come out of these constituencies are in many cases gentlemen who ought to be really in elementary schools or in the elementary education council. The Minister for Education ought to examine the constituencies of the District Educational Councils and so construct the constituencies as to ensure the sending of useful men so that they may act as a healthy check in regard to elementary education in their localities.

3-15 p.m. "I find, Sir, that in these District Educational Councils managers of aided institutions are also given some representation. Unfortunately, I am not quite convinced of the utility of these teacher-managers being on the District Educational Councils. Their presence affects very much the disbursement of grants among schools in the locality with the result that those schools which are represented by these gentlemen on the District Educational Councils are likely to receive rather a somewhat partial treatment than other schools which had not their representatives on the District Educational Councils.

"Then, there were Secondary Education Boards constituted. No sooner they were constituted, than they died a premature death. So far as Madras is concerned, I was myself a member of the Secondary Education Board; there was held only one meeting of that Board and then there was no other meeting, and I myself slipped out of it. I do not think any useful purpose will be served by the continuation of these Secondary Education Boards, unless their constitution is suitably changed.

"Again, about the year 1922 or 1923, committees for admission of boys into Government colleges were formed when the Justice Ministry was in office. These committees are still continuing to exist. The personnel is there without any change for so many years. I think with the change in the Ministry there must be a change also in the personnel of these committees, so that people who to-day are really in touch with the student-population and who really know what the demands of each community are should be put in instead of those old members.

"Then, with regard to the personnel of the Educational department, I am afraid there is still the same bias in favour of Europeanization. Next to it, the phenomenon which is attracting the attention of the public is Malabarization. I should think, Sir, that both these things ought to receive some check. It looks as though whenever the services of a specialist is required he is to be found only in an European. The air is thick with the rumour that a special officer was appointed with regard to the elementary education. Well, Sir, I welcome the idea of the appointment of a special officer for the purpose of examining the present system and giving a right direction to the future scheme of elementary education. But, what I want to know is, why do you want an European or an Englander for all these purposes? It is necessary that Indians who have specialized in these subjects ought to be given a chance to work out schemes. They will be in a better position to come into touch with the rural population. They would have all the advantages of being Indians, so that their proposals might receive the support of the country. There is no use of merely drafting in exotic methods without knowing the actualities of this country. I would therefore particularly commend to the consideration of the hon. the Minister the appointment of an Indian in regard to this matter.

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" Sir, with regard to girls' schools, I am afraid the usual building grant that is given to these girls' schools is insufficient. The Government must make an exception with regard to girls' schools. We are just now progressing in the matter of female education and such philanthropic and public attempts as are made by private bodies towards the construction of buildings for girls' schools and colleges must be welcome by the Government and something more than the usual grant should be given in such cases."

* Rao Bahadur R. SRINIVASAN :—" Mr. President, Sir, the hon. Member who preceded me said that none of the depressed class members opened their mouths. We were only waiting for an opportunity. Sir, we have been pleading our case as depressed classes for a long time, and we got some help after all from the Government. But hon. Members like Mr. Sreshta do seem to be anxious to get matters mixed up to deprive us from the help we are getting. In reply to that hon. Member, I should like to say that there is no such community as the depressed class Christian community. There is no upper Christian or lower Christian community. Of course, there are various denominations ; such classification is religious, and if there had been such a community, they should have come forward in a body. Then, again, it is said that those who are converted into Christianity are of the same kith and kin of the depressed classes, who are called Adi-Dravidas. In the Simon Commission Report, it is stated that anyone who is a Hindu that is converted to Christianity does become a Christian."

* Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" Mr. President, on a point of order, Sir, may I point out that it is not relevant for the hon. Member to talk of Christianity and conversion on this motion ? We have got another motion on which the question of scholarships to Christians may be raised. I think the hon. Member, Mr. Srinivasan, will have then an opportunity of replying to any comments then. I do not think he is relevant in talking of Christians now."

* The hon. the PRESIDENT :—" The hon. Member will have to confine himself to education."

* Rao Bahadur R. SRINIVASAN :—" I only want to draw attention to the fact that educational grants that are given to depressed classes are in danger of being taken away by the Christians when they are mixed up with the depressed classes. There are depressed men in all communities, and provision is made in the Grant-in-Aid Code that any person who is poor can apply to the Government for aid or scholarship or school fees. But whereas in our case, we have been treated as untouchables for ages past, and it took nearly half a century for us to urge the Government to meet the vital needs of our community."

* Diwan Bahadur R. N. AROGYASWAMI MUDALIYAR :—" May I again rise to a point of order ? The hon. Member is speaking of Christians. As Christians we have no complaint against the Education Department. Our complaint is in connexion with the Labour Department for which there is another grant. There is no question of Christian or non-Christian in connexion with this grant."

* Rao Bahadur R. SRINIVASAN :—" I will have no complaint, Sir, if they do not use the term ' depressed classes ' in the sense in which it is applied to us. The Government give us something with one hand and take it away with another hand. I will give you an instance, Sir. After our strong fight for

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half a century, the Government provided us with ten seats in this Council. Those ten seats were to represent the Parayans, the Pallans, the Malas, the Madigas, the Valluvans, Chakkiliyans, Tottiyans, Cherumas and Holeyas. Out of these ten seats now two of them are given to the Christian members who are not any one of the communities concerned. Thus the Government had taken away two seats out of ten reserved to us. That is why I said that Members like Mr. Sreshta try to undo what the Government had done to uplift us. If the Government propose to mix Christians and depressed classes they will retard the progress of the latter. I do not want to talk about the Labour department now as you have already ruled. Again in the Round Table Conference, Messrs. K. T. Paul and Pannirselvam figured as representatives of the Christian community while there were two members of the depressed classes represented by their community. I therefore request you, Sir, to permit me to show what our endeavours have been all along. We pleaded and pleaded for a long time to get back into the Hindu fold from which we were segregated centuries ago, with a view to build our nation What is the use of bringing in the Christian to work against the advantages we are slowly gaining? I hope such an attempt will not be made by any hon. Member of this House. Time after time, year in and year out such a motion as is brought by the hon. Member Mr. Sreshta was to us something like a pin prick.

"There is another important point. The Government cannot separate one community from another, and they cannot amalgamate two communities together. If they try to mix two communities in the matter of giving special aid, they will be committing a great mistake. If they want to mix us with others, they have to ask our consent. In the nomination of the two Christian Members, the Government should have taken our consent. There are responsible bodies among depressed classes whom they could consult on these matters. If the Government will treat us liberally in the matter of educational grants, they should not take advantage of our weakness. I hope the matter of mixing up Christians and depressed classes will not be countenanced by the hon. the Minister for Education. Our people are already suffering a lot at the hands of the caste people in the matter of starting schools and admission into schools. There are numberless complaints about the iniquitous treatment meted out to us in this respect of education. I would also like to bring to the notice of this Council the attitude of the police to us. If the police be only just and give us some help. . ."

* The hon. the PRESIDENT :—"I am afraid the hon. Member is straying away from the subject under discussion. He need not mention anything about the police in connexion with this grant, but confine himself to education."

Rao Bahadur R. SRINIVASAN :—"I referred to police because they were not helpful to us when castemen interfered in establishing schools. Sir, I do not want to take up much of the time of the House. I hope the hon. Minister for Education will do us full justice in the matter of educational facilities."

* Mr. A. B. SHETTY :—"Mr. President, Sir, the Education Minister has many difficult problems to solve. The first question which he has to tackle is the devising of a satisfactory system of mass education. We are spending, Sir, about Rs. 145 lakhs out of Rs. 251 lakhs in the Education Budget for elementary education. But, as it has been pointed out, a great deal of this

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money is being wasted because the present system of elementary education is ineffective. Our attention has been drawn first by Mr. Statham in his report and subsequent to that by the Agricultural Commission and by the Hartog Committee to the wastage and stagnation in our elementary schools. Only 22 boys out of every 100 and 16 girls out of every 100 that come to our elementary schools stay there till they complete the course. Thus in the case of the great majority of our children the little education they receive does not enable them to attain literacy. Many children are allowed to stagnate in a class for two or more years.

"The problem before the Education Minister is to stop this wastage by adopting some form of compulsion to retain children in schools till they complete their elementary course. I understand that the proposed Elementary Education Bill incorporates a provision for this purpose. I wish to know how this Bill proposes to apply compulsion to parents to make them keep their children at school till they finish their elementary course. I also wish to know why the introduction of the Elementary Education Bill is being delayed. It is not proper, Sir, to compel children to remain in badly staffed and ill-equipped schools. The scheme proposed by Mr. Champion has for its object the reduction of the uneconomic multiplicity of little schools and also the economizing of expenditure on them. I am in hearty sympathy with it. I have not been able to appreciate the arguments advanced by my hon. Friend, Mr. Hameed Khan, in condemnation of this concentration scheme. We ought to encourage co-education and we ought to see that children of different communities are made to receive their education in common schools. It will not only economize the expenditure we have to incur on elementary education, but it will also make for national solidarity. For universal compulsory education, it has been estimated that the annual recurring expenditure would be $6\frac{1}{4}$ or $7\frac{1}{2}$ crores of rupees. We are still a great way off from being able to reach this sum for making elementary education universal and compulsory. I understand that local bodies have been asked to prepare concentration schemes and to establish central schools. In this connexion, I wish to know to what extent the Government propose to help the local bodies financially in establishing these central schools. Then again, Sir, we want a more adequate inspecting staff. I suppose each deputy inspector and junior deputy inspector is asked to inspect more than a hundred schools. What manner of inspection will be possible under these conditions I do not understand. There must be an increase in the inspection of staff in some proportion to the growth in the number of schools. 3-30 p.m.

"The subject of adult education has already been referred to by previous speakers. Adult education is necessary for attacking the problem of mass illiteracy. One of the main causes for the slow growth of literacy is the relapse into illiteracy of many of those who pass out of our elementary schools. The remedy for this also is adult education. We must therefore, take steps to devise proper measures for adult education. The Government are now doing very little in this direction.

"The next problem which the hon. Minister has to tackle is the remodelling of secondary and university education. The Hartog Committee in discussing the subject of secondary and higher education have shown how there is waste and ineffectiveness throughout the whole of our educational system. We are producing school-finals and graduates in needless profusion. They find it

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difficult, if not impossible, to get employment. The main problem in education is how to provide varied forms of training suitable for boys of varied attainments and circumstances. As the Hartog Committee says, in the present system there is little, if any, choice of the type of school to which we can send our children. The passage from the elementary to the high school and college seems to be the normal procedure for every student. We must make it possible for the students to step off this educational ladder at various stages and take to some form of vocational training. Progressive countries in the West have done so. In Sweden, for instance, they have continuation schools with a vocational bias for students who do not go on to secondary schools. In England in the Hadow Report that has led to the raising of the compulsory school-age, they have suggested that there should be post-primary schools with vocational bias for boys who do not go on to secondary schools. In the United States of America, a boy is allowed to make his choice after he has reached the eigth grade course in general education. He can either go to special technical or industrial schools or continue his general education and then specialize. The committee appointed by the Bombay Government to consider the reformation of primary and secondary education has suggested in its report recently issued that a definite vocational bias should be given to education after the primary stage. The development of higher elementary schools with a vocational bias, they state, should be the accepted policy of the Government. They have further recommended that a vocational subject must be made a compulsory subject for the school-final examination. There is some difference of opinion, Sir, as regards the introduction of vocational instruction in secondary schools. There are people who say that our secondary schools must confine themselves mainly to giving general education. While we are all agreed that vocational education must be based on a sound system of general education, no one can deny the necessity or usefulness of giving a vocational bias to the instruction that we impart in our secondary schools.

"As regards university education, the Hartog Committee has pointed out that our universities are overcrowded with students who are profiting neither intellectually nor materially by their university training. If, as the committee says, a large number of those students who come for university training without being really fitted for higher work are diverted at earlier stages to some form of practical training which would be more suited to their capacity, our colleges can confine themselves to their proper function of giving good advanced education to students who are really fitted to receive it and thus produce graduates who will become more fruitful and less disappointing agencies in the life of the community. The proportion of our professional students to arts students in this Presidency is stated to be only 18 per cent while in Bombay, United Provinces and Central Provinces the proportion is stated to be 30 per cent and over. In all self-governing countries they are making due provision for commercial and technical education. In Japan, for instance, they have got Universities of Commerce and Technology while here we have not been able to found even a faculty in Technology or Commerce in our university. We must concentrate hereafter on imparting that sort of education which has been neglected in the past. The recommendation of the Unemployment Committee for a readjustment of our educational programme has been turned down by our Government after deliberating over it for a long time as it is evident from the answer furnished to my question the other day. We must see to it, Sir, that a readjustment

of our educational policy is made so as to make it conform to the needs and circumstances of the time and to enable our young men to take their proper place in the economic life of the country."

Mr. C. BASU DEV :—" Mr. President, the time allotted for the discussion of this demand would seem to be short judged from the fact that several hon. Members are anxious to contribute to the discussion of so important a subject as Education. I, therefore, cannot with any propriety or justice occupy more than a few minutes of the time of the House. Further, Sir, I do not think I have that inordinate fondness to hear my own voice or the untiring tongue which enables some hon. Gentlemen of this House to speak at great length on all possible occasions even if it be to repeat.'

* The hon. the PRESIDENT :—" Hon. Members are at liberty to talk at great length." (Laughter.)

Mr. C. BASU DEV :—" Even if it be to repeat things which have been repeated *ad nauseam* on the floor of this House. I will therefore confine my remarks to one or two important questions connected with mass education. Mass adult education is a necessity and a very important and urgent necessity. Sir, I am glad that of all the hon. Gentlemen who spoke on this demand, there is at least one who championed the cause of adult education, I mean my Friend, Mr. A. B. Shetty. The masses groping in darkness and steeped in ignorance fall easy victims to their primitive ideas and passions, and what is worse, easy dupes of their educated and enlightened brethren (Hear, hear) and remain as stumbling blocks in the onward march of the country. The masses of India or rather, the illiteracy and ignorance of the masses, are so shockingly great that any attempt however courageous it may be to relieve their economic position is bound to prove infructuous. Such, Sir, is the opinion of the Economic Enquiry Committee which had been sitting the whole of last week. The loans recommended to small ryots do not at all stand the ghost of a chance of reaching the ryots. Again, Sir, the co-operative movement which, to my mind, is certain to be an effective panacea for all the economic ills the masses are suffering under, requires a measure of education and understanding of a right type which alone can serve any useful purpose. Our masses are so very woefully lacking in that general outlook that much spade work has to be done. They are steeped in ignorance and in old-world ideas. They are unable to adjust and adapt themselves to the rapidly changing times. They therefore grumble and murmur at an iniquitous system of society which condemns them to utter grinding penury and ignorance while a few enjoy all the nicest and the best things and go on adding to their wealth. Even from the point of view of the safety of society, I think, Sir, mass adult education has become a matter of great national importance. They are attracted by the spectacular experiments, dangerous and impracticable though they may be, of a new order of society in Soviet Russia. That to a considerable degree attracts them and works on their imagination. Only the other day, you would have seen in the papers, how even the saintliness of Mahatma Gandhi was not proof enough against the excited and ignorant passions and ideas of some members of the Girni Kamgar Union at Bombay. All the world over it has been realized that only a right type of education and a better and safer order of society can stand the oncoming shock. It is therefore that civilized countries in the West are feverishly pushing on their schemes of education in spite of their domestic troubles. The primary and elementary education that is obtaining

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here is hopelessly inadequate and not at all on the proper lines. This education has not helped to create good and intelligent citizens, nor has it succeeded in widening the outlook and narrow conservatism of the parents or their surroundings. They therefore still hold to their old prejudices and live in the same miserable stagnant pool of ignorance and narrow outlook in which the whole population is steeped.

3-45 p.m. "I would therefore appeal to the hon. the Minister for Education that he would courageously and determinedly launch upon a scheme of mass education if he wants India to have an enlightened, educated and informed democracy and if he wants India to keep her proud place in the comity of nations of the world. We know how smaller countries than ours worked in the eighties to raise themselves from their economic and intellectual backwardness by the introduction of a system of mass education. Mass adult education has saved Denmark and has given her a new life morally and spiritually and has created perhaps the most enlightened democracy in the world. Thanks to the courageous help of the State of Denmark, the Danish farmer has been converted into a politician and philosopher and the whole country has been emancipated politically and economically. I do not want to take much of the time of the House. I would once again appeal to the hon. Minister in charge to launch upon a scheme of mass education and if he cannot find the necessary funds, let him scrap the Universities and utilize the money thus saved for the imparting of mass education. I would like to impress upon the hon. Minister the very urgent necessity to launch upon a scheme of mass education and I do hope that with sufficient sympathy and support of one and all of us sufficient funds will be forthcoming, if not from the banks, at least from the landed aristocracy. Unfortunately sometime back I was rather unnecessarily severe in attacking the landed aristocracy. But I must say, now that he has the support and sympathy of all of us in the scheme of adult education, the hon. Minister will launch upon a bold scheme of adult education and thus usher a new era of educational life in this province."

* Mr. G. R. Premayya :—"Sir, education is of supreme importance to mankind. A man without education may be called a cannibal or a savage. Man with education is a gentleman. Education can be divided into three parts—elementary, high school and collegiate. All cannot hope for high school and university education. But elementary education must be imparted to all. Illiteracy in India is very great, especially among the depressed classes. The need for educating them has been overlooked for ages. It is but right that large sums of money should be spent for the education of these people. If it is not done so, surely this community will be a great stumbling block for the development of political and economic life of this country. Before Government launch upon a scheme of elementary education, it is but right that they should make it compulsory for the depressed classes. Now we have elementary schools in almost every village, either aided or otherwise. Government spend large sums of money in grants, but I have felt always that money which is spent in grants is a mere waste, for the reason that a village school which has got a total strength of 30 to 40 boys has only an average attendance of eight boys. On every occasion when the Inspector comes for inspection, the teacher goes round the village, collects all the pupils and thus brings them to school just to show the Inspecting staff a satisfactory attendance of boys, thus duping both the public and the Government. So, if we are to start a school for about three or four villages I think all the schools

thus started can be run very properly and education made very effective. In that case the money that is spent will be well spent. If there is one central school for every four or five villages, it can be run very easily. I have found that boys going to distant schools sit there the whole day and learn their lessons better. I would strongly support the policy of the Government if it is along the lines I have suggested."

*Rao Bahadur C. NATESA MUDALIYAR :—" The grounds of education —elementary, secondary, collegiate, mass, labour and depressed classes—have been traversed by hon. Members who spoke before me. I endorse every word of what they said except the wrath of Mr. Sami Venkatachalam Chetti who was against the production of more graduates. What if there are more graduates in this country and they are handicapped from seeking appointments in Government offices? Has he not known of a European graduate, for instance, an Master of Arts of Oxford, coming out to India as a merchant's clerk? Let our graduates also understand that education is not intended for people becoming clerks in the Revenue Board office or some other Government offices, but that they can use it in many other ways. As to my hon. Friend, Mr. Basu Dev, who was remarking that Mr. Shetty alone of all the speakers spoke about adult education, he is new to the Council and many other hon. Members in the previous Councils were speaking about nothing else but adult education and continuation classes and education of the depressed classes with much greater result than what it was before they came into the Council.

" As my hon. Friends have traversed the whole field, I will strike a fresh field and a pasture new. I want the hon. the Minister to let me know the policy that he adopts in the recruitment of candidates for the Madras Educational Service. Some people are recruited in the scale of Rs. 250—25—800. Some others with similar qualifications are recruited on Rs. 400. There are others who were recruited in the transitional period between the abolition of the Indian Educational Service and the coming into existence of the present Madras Educational Service. They are in the scale of pay of the Indian Educational Service and some of them will be reaching Rs. 800. I want the hon. the Minister to let me know whether he is going to allow them to continue in the Indian Educational Service or bring them down to the Madras Educational Service. If the latter course is adopted, it would be a great disappointment to them who believed that they were recruited in the Indian Educational Service.

" Imagine a professor of the Presidency College, the one College that is second to none in the Presidency, that it is intended to be a repository of the best intellect available in the service to impart instruction to students appearing for the highest examination in Arts, being started on Rs. 250; Rs. 75 of this amount goes towards rent for the house he has to live in, Rs. 75 for the conveyance to carry him from his home to the College and Rs. 100 for maintaining himself and his wife and children and for purchasing up-to-date books on science. Realizing all these difficulties, Sir, Dr. Subbarayan was good enough to formulate a scheme. He divided the Madras Educational Service into two classes—Class I and Class II. The former for men of merit and experience who occupy positions of responsibility and respectability in the department. That scheme was passed in this Council and I do not know why it is shelved and not given effect to, except in the Women Service, the scale of which is Rs. 400—50—1,200 with a selection grade of Rs. 1,250 to Rs. 1,500. Let the Minister cut away the tail end of the

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scale and make it selection grade of Rs. 400—50—1,200, giving those that are already in the Madras Educational Service the increment according to the service they have put in. I heard there was a grievance that many of those people who will be benefited by the scheme with European University qualifications and that people with Indian University degrees should also be kept on the same level. The scheme was shelved. No doubt, we are all patriots. Our alma mater is more to us than all the universities in the world. If an Indian can get a first class degree in our University, and if he gets also a first class qualification of a European University, why should he not be preferred to occupy a chair in the Presidency College. If necessary, let the hon. the Minister insist on people who aspire for professorship in the Presidency College getting themselves qualified by undergoing training in any European University in addition to the Indian qualification, by giving them study leave. In going abroad they come in contact with master minds, with great scientists and with great research scholars and thus their outlook is broadened. They will come to know how science is progressing all over the world. In Japan what they do is this: if they want a man to occupy a professorial chair, they send him for two years to study in the Universities of Europe and America. He attends the various universities and spends a month or two and watches research and other works of master minds. I hope that the Madras Government will try their best to send our people before giving them a chance of being appointed as professors in first grade colleges to England on study leave and get themselves fully equipped.

4 p.m. "Coming to female education, the huge amount of money that is spent on female education is of no value to a majority of people in this Presidency. Coming to Muslims, there is only one school in the southern portion of the City—the Hobart Training School; it is not attracting people from Mannady and other places on the northern side of the City. There should be another school there. I am not content with the present number of schools. The Hobart Training School should be raised to a college. There should be another college in Georgetown. There should be at least one college and two high schools for the Muslims.

"As to the other people, the majority communities—Vellalas, Nayakars and Balijas and other Hindu backward communities and depressed classes—I would like to know from the hon. the Minister how many students belonging to these communities are reading in Queen Mary's College. What is the use of spending money on such colleges? Out of the 85 per cent of the majority communities, there is not even one woman out of 100,000 reading in the high schools. This matter should attract the attention of the hon. the Minister. He should see that a number of schools all over the Presidency are established both for full-purdah Muslim girls and half-purdah caste Hindu women and other backward communities. These communities do not allow their girls to go out of their houses after twelve years of age. How are they to be educated? I want schools to be established on purely zenana lines so that these communities may be benefited. Until then the majority and other backward Hindu communities will not be properly educated. I appeal to the hon. the Minister to see that some arrangement is made for educating these people. I stay here to impress this point on the attention of the hon. the Minister although something causing me anxiety is distracting me outside from here. I stay here to impress upon the hon. the Minister the necessity for having zenana schools for Hindus and zenana schools for Muslims. With these words, I resume my seat."

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*Mr. V. T. Arasu :—" Mr. President, Sir, my hon. Friend, Mr. Basu Dev, speaking a little while ago, passed a rather general stricture on hon. Members of this House. He said that some Members of this House were fond of hearing their own voices. I wish the hon. Member had realized that hon. Members of this House know as much of their responsibilities as the hon. Member himself, if not better. I am inclined to think that if that remark applies to any hon. Member of this House, it applies to the hon. Member who made that statement. For, Mr. President, metaphors and similes dangled throughout the speech of my hon. Friend which lasted for nearly ten minutes, and that was all. There was absolutely nothing that can be said to have thrown any light on the subject-matter of this debate. At any rate, if the hon. Member's speech had been less ornate in diction and more based on facts, it would have been of some benefit to the hon. Members of this House. This is quite a different matter altogether.

" Now, coming to the subject under discussion, I shall confine myself to elementary education. The hon. the Third Minister, in reply to a question put by me sometime in the month of January, said that he was not in charge of factories. That was in reply to a question, Sir, whether he was aware of the fact that a large number of children of school-going age are employed in unorganized industries like the Beedi industry in the City of Madras. I have always credited the hon. the Third Minister with greater sense than he exhibited on that occasion. I asked what steps the Government proposed to take to drive these boys out of these factories and into schools. The reply of the hon. the Minister was that he was not in charge of factories. I ask the hon. the Education Minister once again whether he is going to give the same answer to-day. The hon. the Minister must by this time be aware, Mr. President, that six to seven thousand children of school-going age are, instead of going to school, working in the Beedi factories in the City of Madras where compulsory elementary education is supposed to have been introduced. I ask why is it that compulsion has not been enforced in the case of these children ?

" Along with my colleagues of the '29 Madras Youth League' I have for some time past been working in that direction. I am sorry to confess that our efforts were all useless. We even a convened conference of several prominent non-officials in Madras to concert measures for removing these children out of the Beedi factories. To this Conference, His Excellency the Governor of Madras has been kind enough to send a message appealing to the citizens of Madras to improve the lot of these children by bringing them out of the unhealthy surroundings in which they are at present working, and send them to schools. Even this conference was not able to do anything in the direction as the employers of these children would not consent to any proposal for taking these children out of their control. Thus, Mr. President, all non-official efforts have proved useless ; and that is why I am urging the Government to take up this matter. When the distinguished Head of the Madras Government was so much interested in this problem, I am surprised, Sir, that a responsible Minister should have come forward with the reply that he was not in charge of factories. This is not a matter pertaining to factories. It is a matter concerning the education of thousands of children who go without it.

" Coming to the administrative side of the Education department, I should like to make a passing reference to the Women's Educational department, and particularly to recruitment to that department. There is a very widespread feeling that in the matter of recruitment to Women's Educational Service, the present Deputy Directress, I mean Miss Lowe, is somewhat partial towards people belonging to a certain linguistic area. I am inclined

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to think that there must be an element of truth in that belief. For, I have myself known of instances where ladies holding third-class degrees were preferred to those who passed in higher classes. In this connexion I should also like to state that in the matter of postings consideration should be shown to the fact that women always like to be posted as near their homes as possible. On that principle I would urge that in selecting the staff for the Queen Mary's College preference to those who are permanent residents of the City of Madras, instead of the present practice of packing it with people of the west coast, may be given.

"In connexion with the appointment of the Deputy Director in charge of Elementary Education, I am in entire agreement with my hon. Friend from Coimbatore, Mr. Ramalinga Chettiyar, that an Indian should be preferred to an European. But I would only add that in selecting an Indian preference should be given to one who had experience in several districts of the Presidency.

"In conclusion I should like to make a passing reference to the iniquitous treatment meted out to the Connemara Public Library. Whereas the Madras University Library which serves only a very small percentage of the population—for you would know, Sir, that it is intended only for graduates of the University—is being given a handsome grant every year, it is surprising that the Connemara Library which serves a wider public, in fact the whole population, should be starved with a mere pittance. I would ask the Minister to give the Connemara Public Library at least as much as is being given to the Madras University Library, if not more."

Mrs. K. ALAMELUMANGATHAYARAMMAL then addressed the House in Tamil as follows:—

"கனம் பொருந்திய சபாநாயகரவர்களே! இச்சபையின்கண் பல சகோதர அங்கத்தினர்கள் எனக்கு முன்னதாகச் சில விஷயங்களைப்பற்றிப் பேசினார்கள். நானும் சில அபிப்பிராயங்களை கவர்ன்மெண்டாருக்கு அறிவித்துக் கொள்ளுகின்றேன். நம் நாட்டில் கல்வி வியாபிப்பதற்குப் பல வழிகளில் வேலை செய்ய வேண்டும். ஆரம்பக்கல்வியாவது கட்டாயமாகவும் இலவசமாகவும் ஏற்படுத்த வேண்டுமென்று நெடுங்காலமாக நாம் கேட்டுக்கொண்டதின் பலனாக கவர்ன்மெண்டார் கல்விக்காக சிறிது அதிகமாக முன்னர்விட இப்போது செலவிட்டு வருகிறார்கள். இருப்பினும் போதாது. இன்னும் பல இடங்களில் கட்டாயக்கல்வி கொடுக்கச் செய்திருப்பினும் யாவருக்கும் சரியாய்க் கல்வி பரவவில்லையென்றே சொல்லவேண்டும். இவ்விராஜதானியில் சுமார் 25 முனிஸிபாலிடிகளில் கட்டாய ஆரம்பக்கல்வி ஆரம்பித்திருக்கிறதாக அட்மினிஸ்ட்ரேஷன் ரிபோர்ட்டினால் தெரிகிறது. ஆங்காங்கு சரிவர நடைபெறச் செய்வதற்கு சில கஷ்டங்களிருக்கிறதென்று தெரியவருகிறது. முனிஸிபாலிடிகளில் சிலவற்றிற்குப் போதுமான பணமில்லாமல் பாடசாலைகளில் சேர்ந்து வாசிக்கத்தக்க பிள்ளைகளிருந்தும் சேர்த்துக்கொள்வதற்குப் பாடசாலைகளில் இடமில்லையென்று உபாத்தியாயர்கள் கூறுகிறார்களென்று சில பெற்றோர்கள் குறைகூறுகிறார்கள். காரணமென்னவெனப்பார்த்தால், கட்டடங்கள் கட்டுவதற்குப பணமில்லையென்கிறார்களென்று சிலர் சொல்வது எனக்கும் தெரியும். ஆதலால் கட்டட கிராண்டும் அதிகப்படுத்தவேண்டியிருக்கிறது. கவர்ன்மெண்டின் திரவிய சகாயம் கடனாகவோ, வேறு விதமாக, வோஉதவி செய்யவேண்டியிருக்கிறதென்பதை அறிவித்துக் கொள்ளுகின்றேன்.

4–15 p.m. "ஆண் குழந்தைகள், பெண் குழந்தைகள், இருவரும் பத்துவயதுவரை கலந்து வாசிக்கத்தக்க பாடசாலைகள் ஏற்படுத்தலாம். இதில் மகம்மதிய குழந்தைகள் விஷயமாய் என் அபிப்பிராயப்படி செய்யவேண்டுமென்று நான் சொல்வதற்கில்லை. மகம்மதிய சகோதரர்களின் அபிப்பிராயத்திற்கு விட்டுவிடுகின்றேன். சிறு பிள்ளைகளுக்குப் பாடசாலைகளில் ஆரம்பப் படிப்பைக் கொடுப்பதற்கு பெண் உபாத்தியாயினிகளையே நியமிப்பது உசிதமென்று கூறுகின்றேன். தாய்மார்களைப் போன்று சிறுவர்களிடத்தில் அன்புடன் கல்வியை ஊட்டத்தக்கவர்களென்றே நான் நம்புகிறேன்.

23rd March 1931] [Mrs. K. Alamelumangathayarammal]

" சிறுவர்களுக்கு மாத்திரமேயன்றி, சிறிது வயது முதிர்ந்தவர்களுக்கும் கல்வி கற்பிக்க ஏற்பாடு செய்யவேண்டுமெனக் கேட்டுக்கொள்ளுகிறேன்.

" சில சகோதர அங்கத்தினர்கள் தங்கள் ஜாதிப்பிள்ளைகளுக்கு மதக்கல்வியைக் கொடுக்க ஏற்பாடு செய்யவேண்டுமெனக் கேட்டுக்கொள்ளுகிறார்கள். அவசியம் மதக்கல்வி வேண்டுமென்பவர்களுக்குக் கொடுக்கச் செய்யலாமேயன்றி யாவருக்கும் மதக்கல்வியை போதிக்க வேண்டுமென்பது என் அபிப்பிராயமல்ல. ஒவ்வொரு மதத்தினரும் வேண்டுமென்று கேட்பின் நம் நாட்டில் சற்றுக் குறைந்திருக்கும் மதச்சண்டைகள் பின்னும் வளருவதற்கு ஹேதுவாகும். சர்வமத சம்மதமான நீதியை, ஒழுக்கத்தைப் போதிக்கவேண்டுமென்பதே என் அபிப்பிராயம். சர்வகலாசாலைகளில் படித்துப் பட்டதாரிகளாகும் மாணவர்களுக்கு (Comparative religion)ப் பலவிதமான மத ஆராய்ச்சிப்பாடத்தைக் கட்டாயப் பாடங்களாக எடுத்துக் கொள்வதில் ஒன்றாகப் படிக்கவிரும்புகிற மாணவர்களைப் படிப்பிக்கவேண்டும். இம்மாதிரியான முறையில் பயின்றவர்களைக் கலாசாலையில் மதப்பாடங் கற்பிக்கும் போதகாசிரியராக நியமிக்க வேண்டுமென்பது என் அபிப்பிராயமென்பதைத் தெரிவித்துக்கொள்ளுகின்றேன்.

" தற்காலத்தில் பெண்களுக்குக் கல்வி கொடுக்க விருப்பமுடையவர்கள் பலரிருக்கிறார்கள். அங்கங்கே எலிமெண்டரி பாடசாலைகள் ஏற்படுத்தப்பட்டிருக்கின்றன. சிலவிடங்களில் ஹையர் எலிமெண்டரி (Higher Elementary) பாடசாலைகளும் பெண்களுக்காக விருக்கின்றன. ஆனால் சில விடங்களில் பெண்களுக்கு மத்தியதரக்கல்வி (Secondary Education) கொடுக்கப்பிரியப்படுகிறார்கள். பெண்கள் படிக்க முன் வருகிறார்கள். அப்பேர்ப்பட்ட இடங்களில் ஹைஸ்கூல்கள் ஏற்படுத்தல் அவஸியமென்று கேட்டுக்கொள்ளுகின்றேன். காகினாடாவிலிருக்கும் (Higher Elementary) பாடசாலையை ஹைஸ்கூலாக மாற்றவேண்டுமென்று கேட்டுக்கொள்ளுகிறார்களெனத் தெரிகிறது. அவர்கள் வேண்டுகோளை நிறைவேற்ற வேண்டுமென்பதே என்னுடைய பிரார்த்தனையுமாகும். ஏனெனில் காகினாடாவானது மிக முக்கியம்மான இடமென்றே சொல்லவேண்டும். ராவ் பகதூர் கந்துகூரி வீரேசலிங்கபந்துலு அவர்களும், சர். ஆர். வெங்கிடரெத்தினம் நாயுடு அவர்களும், பின்னும் இவர்களைப்போன்ற பல பெரியோர்களும், கல்வி விருத்திக்காகவும், சமூக சீர்திருத்தத்திற்காகவும், வேலை செய்துள்ளார்கள். இப்போதும் அவ்வூரில் மகாராஜா பிட்டாபூர் காலேஜ் நன்கு நடைபெற்று வருகிறது. அனாத ரட்சணசாலை யொன்றும் பெண்களுக்காக வைத்து வேலை செய்துவருகிறார். அங்கே கல்வியுள்ள சில மாதர்களும் இருக்கக்கூடிய விடமாயிருப்பதால் ஹைஸ்கூல் பெண்களுக்கென ஏற்படுத்துவது முக்கியமென்றே கேட்டுக்கொள்ளுகின்றேன். ஆண் பிள்ளைகளைப்பார்க்கிலும் பெண் பிள்ளைகளுக்குக் கல்வி அதிகமிருக்கவேண்டுமென்பது என் எண்ணம். ஏனெனில் அநேகமாய் உலகாபிவிருத்தி செய்யத்தக்க ஆண் மக்களைப் பெறவேண்டியவர்கள் தாய்மார்களாயிருப்பதால்; அவர்கள் தக்க கல்வி ஞானமுடையவர்களாயிருக்கவேண்டியது அவசியம். ஜப்பான் தேசத்தின் அபிவிருத்திக்குத் தாய்மார்கள் காரணமென்பதிற் சந்தேகமில்லை. மற்ற மேல் நாடுகளின் விருத்திக்கும் பெண்கள் கல்வியே காரணமாகும். கல்வியும்; பெண்களுக்குத் தக்க பிரயோஜனம் பிற்காலத்தில் அடையக்கூடியமுறையில் போதிக்கவேண்டும். சில ஆண் பிள்ளைகளுக்கு வேண்டிய பாடங்களைப் பெண்மக்களும் படிக்கும்படியாய்ப் பாடபுத்தகங்கள் வைத்திருப்பது பிரயோஜனமில்லை. பாடபுத்தகங்களைத் திருத்தி அமைக்கும் கமிட்டியார் இவ்விஷயத்தில் கவனம் செலுத்தக் கோருகிறேன். பெண்களுக்கு முக்கியமாய் படிப்பிக்கவேண்டிய விஷயங்கள் சங்கீதம், சித்திரம், தையல், வீட்டுச்சமயல் பாகம், சிக்கனம், தேசபாஷை முதலியவைகள் என்பது என் அபிப்பிராயம். பொதுவாய் இருபாலருக்கும் தேசபாஷைகளிலேயே பல பாடங்களையும் கற்பிக்க வேண்டுமென்று கேட்டுக்கொள்ளுகின்றேன். பின்னும் ஆண் மக்களைப் போன்றே பாடசாலையில் மாணவிகளுக்கு தேகப்பயிற்சி கற்பிக்கவேண்டும். ஏனெனில், தேகதிடமின்றி படிப்பதில் பிரயோஜனமென்ன ? தேகாரோக்கியமுள்ளவர்களாயிருந்தால்தான் நல்ல சக்தியும் சாமர்த்தியுமுள்ள மக்களைப் பெறலாம். தற்காலத்தில் சில பெண்கள் பந்தய விளையாட்டுகளிலும் கலந்துவருகிறார்கள். பொதுவாய் பெண்களுக்கு வேண்டிய தேகாப்பியாச போதகராகப் பெண்கள் சிலரும் பயலுவதற்கும் ஏற்பாடு செய்யவேண்டும்.

[Mrs. K. Alamelumangathayarammal] [23rd March 1931

" இச்சட்டசபை அங்கத்தினருள் ஒருவராகிய **V. T.** அரசு அவர்கள் பீடி பாக்டரியில் சிறுபிள்ளைகள் வேலை செய்கிறதைப்பற்றிப் பேசினார். வாசிக்கத்தக்க பருவம் வந்த சிறுவர்களை, பலசரக்குக் கடைகளிலோ, மண்டிகளிலோ, கள்ளுக்கடைகளிலோ, சாராயக்கடைகளிலோ, பின்னும் பல தொழில்கள் செய்யுமிடங்களிலோ சேர்த்துக்கொள்ளக்கூடாதென்ற சட்டம் செய்யவேண்டுமென்று சில சீர்திருத்த மகாநாடுகளில் நானும் பேசியுள்ளேன். இப்போதும் அது அவசியமென்றே தோன்றுகிறது. ஏனெனில் கட்டாய ஆரம்பக் கல்வியானது எங்கும் அனுசரிக்க வேண்டியிருப்பதால் தொழில்கள் செய்யப் பிள்ளைகளை அனுப்புவதைத் தடுக்க வேண்டும். தடுக்காவிடில் கட்டாயக் கல்வி எப்படி வியாபிக்கக்கூடும் ? மாட்சிமை தங்கிய நமது கவர்னரவர்களும் யாவருக்கும் கல்வி பரவச்செய்யவேண்டுமென்று சொன்ன எண்ணம் எப்படி நிறைவேறும் ? ஆதலால் இவ்விஷயத்தையும் முக்கியமாய் கவனிக்கவேண்டுமென்று அறிவித்துக் கொள்ளுகிறேன்.

"சினிமாக்களில் சிறுவர் சிறுமிகளுக்கு கல்வி அபிவிர்த்திக்காக மாத மொரு முறையோ, இருமுறையோ வித்தியாபிவிர்த்திக்குத்தக்க காட்சிகளைக் காட்ட ஏற்பாடு செய்யவேண்டும். இவ்வபிப்பிராயத்தைக் கவர்ன்மெண்டார் நன்கு கவனித்து தக்க ஏற்பாடுகள் செய்யவேண்டுமென்று கேட்டுக்கொள்ளுகின்றேன்."

*Khan Bahadur MAHMUD SCHAMNAD SAHIB Bahadur :—" Mr. President, Sir, before I begin to speak on this motion, I would request the hon. Minister in charge of Education, not to misunderstand me, if I am forced to criticise his department rather vehemently. (Mr. Abdul Hameed Khan : Don't be hysterical !) For, when I feel strongly about any subject, when I feel that injustice has been done in any particular case, I generally cannot help expressing my feelings rather strongly. That is not hysterics—nothing of the sort. It is my nature ; I cannot help it. I say so, because, one or two of my friends on the other side told me that they did not like my speech the other day. I asked them what the matter was whether I misstated the facts. They said, no. When I asked them whether my arguments were wrong, they said, no."

B. POCKER SAHIB Bahadur :—" On a point of order, Sir. May I know how all these things relate to education ?"

*Khan Bahadur MAHMUD SCHAMNAD SAHIB Bahadur :—" I asked them, Sir, whether I used any expression which was objectionable or unparliamentary. They said, no ; but they said I looked very fierce. I told them that under that fierce face, there was a lamb's heart."

*The hon. the PRESIDENT :—" The hon. Member may look fierce but he must go on with Education."

*Khan Bahadur MAHMUD SCHAMNAD SAHIB Bahadur :—" So, even if the Education Minister describes my speech as hysterical—which I believe, it is not—I do not mind, provided it is parliamentary.

" Speaking on this subject this morning, my Friend, Mr. Ramalinga Chettiyar, said that five years' stay of boys should be made compulsory. What I say is : there is no use of making a boy stay for five years in a school, if he is not going through five classes during that period. If he is to be stagnant in one class, there is no use of having him in the school for five years. The real thing that is required is that the boy should be made to pass through five classes. The chief complaint now-a-days as regards elementary education is that most of the schools are single-teacher schools. I know of many schools in my own locality, intended for Muhammadans and others that applied for recognition and help with a view to have more classes and more teachers. No aid was given and they had to continue as single-teacher

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schools. They could not even get recognized. So, I think, the Education department or the District Educational Council was responsible for continuing them as single-teacher schools.

"Then, Mr. Ramalinga Chettiyar also said, with reference to the report of the Committee on Secondary Education, that instead of having separate training schools for teachers, we could train them in the high school classes, by introducing a training section for the Secondary School-Leaving Certificate Examination. I agree with that, Sir, as by this means a lot of money could be saved which might be spent on expanding elementary education.

"Many of my friends have spoken on the question of concentration. Concentration is no doubt an ideal, but it is not a practical proposition. So many of the communities in this Presidency are backward in education, and require separate schools. They cannot get on along with the other advanced communities. For instance, the Muhammadans, the depressed classes and so many other backward communities will certainly require separate schools. The depressed class children will find it very difficult to prosecute their studies along with boys of other communities in the schools. The chief difficulty in the case of Muhammadans is that—it is especially so in the case of the Mappillas—the boys do not go to schools where there is no religious instruction. In order just to induce them to go to school, a number of Mullah schools where religion was being taught were taken over by the Educational department and while retaining those Mullahs in these schools in order to induce the Mappillas to continue to send their children to school, the Educational authorities introduced secular education and paid a small sum to the Mullahs of those schools in the beginning. In course of time, as general education was begun to be imparted these became pucka schools; but then objection was raised on the ground that these Mullahs were not trained. There are now about 2,000 odd Mullah teachers in these Mappilla schools and they are to be sent away if they are not trained. The Educational Officer, Malabar, reported that sessional classes might be opened in addition to the training school at Malabar, where these Mullah teachers could be trained, and thus retained and so that also, along with these Mullah teachers, the boys going to the schools might not leave the schools. That proposal was made with a view to maintain the strength of these schools. The Educational Officer proposed to have at least four such training sessional classes; but I am orry to find that only one class has been sanctioned for this year. I am afraid hon. Members are not interested in this affair. It was an hon. Member on the other side, Mr. Palat, who said the other day that this amount is intended for teaching religion. Not at all; it is only intended to train the Mullahs in teaching all subjects. And if they are not trained, they will be sent away according to the rules of the Education department. It is true that these Mullahs teach religion, but they do so only outside school hours. If these untrained Mullahs were allowed to teach, such education, it was thought, would be of a narrow type and not of a liberal kind. So, it was thought that these Mullahs should be trained even to teach religion so that a broad outlook and a liberal view might be developed in the young boys. With that object, Sir, the opening of these sessional classes were recommended by the District Educational Officer of Malabar.

"It has been recognized that separate school for Mappillas are necessary. 4-30 p.m.
Now there are 1,500 odd Mappilla schools in Malabar and 100 odd schools in South Kanara. Soon after the Malabar Rebellion, a committee was appointed to go into the question, whether the Mappilla schools should be continued

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separately or whether they could be amalgamated with the other schools. That committee reported that it was necessary to continue these schools separately, as otherwise Mappilla education would suffer. What is aimed at now by training the Mullah teachers is to liberalize education. In Mappilla schools, boys of other communities also are admitted, and religion is taught only to Mappilla students and even that not during the school hours but outside the class hours. I am sorry that Mappilla education does not receive the help and support that is necessary. Sometime back there was a special officer appointed to look after Mappilla education, but now that post has been abolished and no one else has been put in charge of their education. I consider that a special officer is quite necessary for the purpose. And, if you cannot appoint a special officer, I would even suggest that the Labour Commissioner may be asked to take charge of Mappilla education. (Mr. Basheer Ahmed Sayeed : Do you voice the opinion of the Mappillas in that matter ?) Well, Sir, when it is recognized that Mappilla education and the education of other backward communities should not be treated along with the education of the other advanced communities, it is but natural that some special arrangement should be made for the purpose. Sir, I find that some of my hon. Friends behind me are not in favour of Mappilla education being transferred to the Labour Department ; then I would suggest that some other means may be found which will be acceptable to the Mappilla population.

"Sir, one of the Members of Government remarked the other day, in connexion with the abolition of the Outrages Act, that the Mappillas are barbarous. He might have said so in joke, because he is one of my esteemed friends. Granting that the Mappillas are barbarous, what is your duty towards them ? Your duty is to make them civilized and not to devise means for exterminating them or to make them more barbarous.

"I want to ask the hon. Minister in charge of Education, now that he has been in charge of the department for the last six months, what policy he has or what new scheme he has in view especially about Mappilla education and how he is going to solve the problem of Mappilla education. I also want to know from the hon. Minister whether he is going to apply this concentration scheme in regard to Mappilla education also. I must then say in this connexion that I have to thank the present Director of Public Instruction and his Indian Deputy for the interest they have shown to a certain extent in the matter of Muhammadan education, because they are responsible for sending three Muhammadan young men to England for being trained there and also for appointing two or three Muhammadans as District Educational Officers. For these of course my leader, Dr. Subbarayan also is partly responsible. In conclusion, I repeat that I want to know from the hon. Minister what his policy is regarding Mappilla education. With these few words I resume my seat."

* Rao Bahadur A. T. PANNIRSELVAM :—"Mr. President, Sir, many hon. Members who have spoken on the policy of the Government with reference to elementary education referred to the Champion Report, which appears to have been accepted on all hands as the last word on the policy that has to be pursued in regard to elementary education in this province. Speaking for myself, I must confess that I am all admiration and praise for the report as far as its logic and cogency of reasoning go, but I am afraid mere logic and cogency of reasoning alone will not make a scheme workable and it is on that basis that I have certain criticisms to level against the scheme and certain complaints to make. My first complaint is that in this

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very well-thought-out report, wherein Mr. Champion has taken account of all circumstances which he thought to be relevant to the matter under discussion, he has ignored one community altogether, a community which I believe can legitimately claim to have been the pioneers in this province as far as education is concerned, a community which has been responsible for the advancement of literacy among the backward masses of people—I refer to my own community. In paragraph after paragraph, Mr. Champion in his report refers to the susceptibilities of the caste Hindus as against the Adi-Dravidas, and the feelings of the Muhammadans in the matter of having their own separate schools but does not refer at all to the Indian Chiristian community. I have carefully scanned the report page after page and line after line and in not a single place has he referred to the Christian community, or its feelings or its views in the matter of education. In talking of central schools, he sets apart a place for Hindus, he has made provision for Muhammadans and has allotted a place for the Adi-Dravidas or depressed classes and he also speaks of accommodation being provided for girls, but wherein does the Indian Chiristian come who forms a very important and respectable section of the people though a minority as far as number goes? Wherein does that community come in, I am not able to see. If I refer to this point, Mr. President, it is not because my communal pride is picqued, but because of the fear that in giving effect to the recommendations of the report of Mr. Champion, my community might again be ignored by those who are responsible for working this report and giving effect to its recommendations. It would be seen that if this scheme were to be given effect to, practically very few aided schools particularly those of the higher standard will be allowed to come into existence. The central schools, as Mr. Champion himself recognizes, will in the future mostly have to be schools established by municipalities and local boards and it is only in the case of well-established longstanding aided schools with buildings of their own that he is prepared, according to his report, to show some consideration and to allow them to exist. The other aided schools which, in the opinion of these who would be responsible for giving effect to this report, are not longstanding and are not well-established and have no buildings of their own, will have to be scrapped, either by their being merged in some other aided schools or some central local board or municipal schools. It is to avoid the danger that might emanate from an indiscriminate use of this power that I wish to invite the attention of the hon. Minister to the fact that the Christian community also exists, that the Christian community has played a noble part in the field of education in the past, that the feelings of the community in the matter of education should be respected and that that community should be afforded all facilities for continuing the beneficial activities for which they have been noted in the past. As far as the working of this scheme, a logical scheme as I began by saying, is concerned, it is on the persons that will be responsible for translating the report into action that the success of the scheme would mainly depend. The report itself visualizes the District Educational Councils as the bodies that would be responsible for giving effect to this report; but, in my opinion, the educational council itself counts for little in the actual working. The position of the District Educational Council vis-a-vis the District Educational Officer is this, that so long as the District Educational Council plays 'the good boy' by endorsing the recommendation of the District Educational Officer or the Deputy Inspector of Schools, the resolutions of the Educational Council are given effect to, but the moment the Educational Officer or Officers and the District Educational Councils come into conflict, the result is practically a stalemate. Instances have not been want-

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ing in my own district where the starting of a particular school was for some reason or other not favoured by the District Educational Officer and the District Educational Council, consisting of people with special knowledge of the locality and the circumstances attendant on the starting of the school ventured to differ from the Educational Officers. The higher authorities are always there to think or to pass orders that the District Educational Officer is in the right and that the Council is in the wrong. The reason that is generally put forward for brushing aside the almost unanimous opinion of the Educational Council is the reason which has been made mention of in this report itself that Educational Councils and local bodies are prone to give too much importance to the recommendations of local individuals.
4-45 p.m. This is what is stated in the report itself: 'As long as local bodies continue to yield to the pressure of individuals for schools near their homes, so long it will be impossible to eliminate the small inefficient school.' On the other hand, the impression in the minds of the members of Educational Councils is that the officers of the Education department constitute, so to say, a stumbling block to the advancement of education. As a matter of fact the position is this. The man at the bottom of the ladder puts forward a proposal and, if that proposal passes through the Educational Council, well and good. It then gets the blessing of those above. If, however, the District Educational Council finds it necessary to differ from the recommendations of the local officers, immediately not only is the Council's resolution brushed aside, but, to add insult to injury, some ulterior personal motive of the sort mentioned in this very report is imputed. If I refer to these things, it is because of the experience I have myself had and I have been connected in one capacity or another with these Councils from their inception. It is not as if that we find always reasonable District Educational Officers. To-day in my own district we have a District Educational Officer who is seldom able to see eye to eye with the District Educational Council or its Executive. I do not wish to apportion blame for this state of things. I merely beg leave to draw attention to one or two points. This District Educational Officer has, if I may be pardoned for saying so, had the impudence to send to the honorary president of the Educational Council for remarks a report in which personal allegations had been made against the president himself. This is indicative of the relationship between officers and the Council and the cause of this is merely that wherever the District Educational Council chooses to differ from the recommendations of the District Educational Officer the District officer immediately begins ascribing some personal motive and the natural consequence is that the members of the Educational Council probably with much greater justification, return the compliments, a task which is by no means difficult when we remember that in a district like mine where the whole department is an agraharam of prestine purity, consisting as it does wholly of Brahmans who hail from the district and most of whom come from the sacred shrine of Kumbakonam. Almost all of them have spent practically their whole service in the district, what if there be a rule that an officer should not continue in a particular place beyond a certain period. In a district where there are about 15 or 16 circles it is the easiest thing to comply with the rule and at the same time continue in the district by shifting them from one circle to another. These 15 or 16 Deputy Inspectors go on migrating from one circle of the district to another complying with the rule for official purposes and not losing hold at the same time of the monopoly of the place. Added to this, the District Educational Officer of the day is also a Brahman of Kumbakonam. So, when you place these people

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all of the same locality and of the same district concentrated in a particular place, it is inevitable that they, with their net work of relations all round, should have local prejudices and developed their own likes and dislikes. If it be the word of officers like this that is going to carry weight with the Deputy Directors and the Director of Public Instruction and I believe that the state of things in my district is only typical of what obtains elsewhere, I feel sure that the recommendations of the District Educational Council are not likely to be viewed with favour and with the best possible intentions and it will be impossible for any one to satisfactorily work the Champion report.

"Next again, Sir, I must submit that the proposal for what they are called 'mixed schools' is certainly one which does not commend itself to me. It would be alright if little children below the age of 8 or 9 are to be allowed to mix together irrespective of sex. But in the case of older children, let us not, for heaven's sake, import all that you find in the west. These mixed schools I would rather not have and that for very obvious reasons. I would certainly not desire to let my children above the age of, say 9 or 10, to be admitted into such mixed schools."

Mr. V. T. Arasu:—"I thought that you are more liberal than that." (Cries of "No, no.")

*Mr. A. T. Pannirselvam:—"It is not a question of being liberal. If not wanting to expose my children to unnecessary dangers and if wishing to guard them against avoidable temptations is to be illiberal, I am proud to be called an illiberal individual (hear, hear) and I can only hope that when Mr. Arasu comes to a more respectable age (laughter) he would equally be illiberal. One solution suggested in the report is that a separate standard might be kept for girls and another standard for boys. These school classes might be managed by mistresses in the lower standards for boys and girls and for the higher standards there may be men teachers for the boys. I say this because I have some experience not exactly by actual management of Taluk Board Schools of the troubles which the presidents of taluk boards are put to when in the same school we have got a master and a mistress, particularly in out-of-the-way villages where for instance a young girl of 18 or 19 just out of the training school is being asked to serve in a school where there are young men as teachers in trying to avoid the almost inevitable scandal and consequent unpleasantness. Therefore the very entertainment of the idea of employing members of both sexes in the same institution particularly in out-of-the-way places where public opinion is not sufficiently articulate, where those in authority can't go promptly, look into matters and rectify defects particularly in these matters, is most undesirable and it is best as far as possible to keep the men teachers and women teachers apart.

One other point which I crave leave to refer to, Sir, is to the question of the depressed classes. I do not know why Rao Bahadur Srinivasan should have lashed himself into a fury at the speech of Mr. Sreshta. It is not our case that the Hindu depressed classes should be deprived of any of the amenities or special privileges placed at their disposal at present. We want them all that they now have and to get more. What we ask the Ministers and the Government is not to club the Christian and Hindu depressed classes together and deprive the Hindu section of their share but to recognize the fact that a depressed class individual if he is untouchable when he is a Hindu his conversion to Christianity does not make him any the less untouchable. If as a Hindu, he is not allowed access to public wells he is in no way

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better if he be a Christian (A voice : 'Not always'). Practically always and as far as my experience goes I can say 'always'. (A voice : Then why should he become a Christian ?) That is another matter. It is not for Government to enter into the why and wherefore of things in matters of this sort. I admit that Christians like myself who claim to be of high caste have not yet shaken off our prejudices out of our minds and are helpless in our endeavour to treat our fellow Christians on terms of equality. I take the blame for it. I admit that we are not able and that our social surroundings make it difficult for us to take into our households a depressed class man and treat him as one of our own. But there is the fact that I am not able to do it or unwilling to do it. Whatever the cause may be the fact remains that the depressed class Christian is as much a depressed class man as any other depressed class individual and is as much in need of help. If Government gives Rs. 50,000 for the benefit of the Hindu depressed classes let them also allocate some amount for the Christian depressed class people and help to ameliorate their condition. In the meanwhile we the educated section of Christians will do our best to raise the level of the depressed among us just as the caste Hindus are doing their best to uplift their Hindu brethren. Till we ultimately obtain that goal towards which we are all striving, till then do not ignore this man, do not think he has become an unlifted individual by reason merely of his change of faith. All that I ask is : Recognize facts ; face them and find a solution."

* B. POCKER SAHIB Bahadur :—Sir, at this fag end of the day when it is five minutes to five, I shall not be bothering you except to touch on one or two points on which I wanted to speak. You know, Sir, that the problem of all problems that face this country as well as Great Britain at present is the Hindu-Muslim problem. If you just analyse the problem and trace the causes thereof the only or rather the main cause that you can find is the disparity of the degree of educational advancement between these two communities. If the Hindus had taken care to take the Muslims along with them in the matter of education or if the Government had taken care that the Muslims also go along with the Hindus at the same pace, I say the problem which confronts us at present could not have arisen. This becomes quite obvious if we particularly refer to the Mappillas on whom this disparity in the matter of education works very serious consequences. The Mappilla problem has been before the eye of the Government for over a century. If you trace the Mappilla outbreaks you will find that the very first of its kind had taken place about 1835 or so. Now it is nearly a century since the Government was confronted with this Mappilla problem and recently it culminated in the rebellion of 1921. Now, considering the gravity of the problem, considering the enormous proportions which it had taken in 1921, I ask, Sir, what has the Government done in order to solve this problem. The Government have again and again been maintaining and the people also have been saying that the main cause of the rebellion was the ignorance of the Mappillas and lack of education among them. Now, if you just examine the Budgets from the years 1921 up till now you will find that practically nothing has been spent on Mappilla education so far, by way of attempting to remove the ignorance of the Mappillas in the rebel area which has been admittedly the main cause of the rebellion. No doubt the hon. the Minister may point out some little things done here and there. One such act is said to be the appointment of what has been called by misnomer the Mappilla Special Officer. Except the fact

that the gentleman appointed to the office happened to be a Mappilla he had no special power to deal with the Mappilla problem nor was he commissioned to tackle the question of Mappilla education particularly with a view to trace the causes of the backwardness of Mappillas in education and to suggest ways and means to remedy the same. He was only an assistant to the District Educational Officer to attend to the routine work and thus relieve him of a portion of his ordinary work. This is all the Government have done. Not being given any power to improve Mappilla education, he has not been able to do anything in that direction and ultimately what the Government has done is just to abolish the post; and the Mappilla gentleman who held that post has been transferred to some other district. I must express my appreciation that one Muslim gentleman has been posted to South Malabar as the District Educational Officer and I am glad to say that he is just trying to deal with the problem and is attempting to do something in that direction after a decade of the rebellion. Now, Sir, in this connexion what I wish to point out to the Government is this, viz., that the Government have to approach this question from the proper point of view. That is, the Government has to find out what the causes are which led to the Mappillas being backward in education.

"Well, Sir, though all Muslims are anxious about their religious education, the Mappillas particularly are keen about it. Sir, if you trace the backwardness of Mappilla education to its root cause you will find that the real reason lies in the fact that there is no provision for religious instruction in those elementary schools that exist at present throughout the district. Recently the Elementary Education Act has been introduced in some of the areas in Malabar, for example, in some of the amsams of Ernad and Ponnani taluks, and in none of these places I must say have the Mappillas been able to take the fullest advantage of the provisions of the Act. In section 49 of this Act there is a provision that unless religious instruction is provided for in the school, no Muslim parent can be compelled to send his children thereto. Hence the Muslims in those area are not able to derive the fullest benefit by the introduction of this Act. Thus, it is only for names-sake that the Act has been introduced so far as the Muslims are concerned. This is the cause for the failure of the Act to operate beneficially so far as Mappillas are concerned. In working out this Act, in introducing compulsion in particular areas, Government ought to take care, particularly in areas where the Mappillas are predominant, to see that religious instruction in Islam is also introduced as part of the syllabus. If that is done the operation of the Act so far as the Mappillas are concerned will be a success. 5 p.m.

"Now in this year's Budget I find provision has been made for training Mullas in Mallappuram. No doubt it is a move in the right direction, but I must point out that it is quite inadequate to the needs of the community. So it is that some leading Mappilla gentlemen submitted a memorial to Government to open an Arabic College in some central place in Malabar with a view to turn out properly qualified teachers fit to give religious instruction in all the schools and with the object of advancing the studies of Arabic language among the Mappillas who are very much interested in the development of that language. Unless Arabic is introduced in schools and colleges I dare say that the Mappillas will not be in a position to avail themselves of western education to any appreciable degree.

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So, I request the Government to give this matter more and more serious attention than now. We know that Government have to spend lakhs of rupees—nay millions—in quelling the rebellion and in keeping the Mappillas in prison. But the best way of avoiding such waste of money is by improving the education of the Mappillas. To do that will require only a much smaller sum of money than what Government had to spend in quelling the last rebellion and in maintaining Mappilla prisoners. If the Mappilla prisoners were released, the money that is being spent on them can very well be saved for the improvement of Mappilla education. In this way the community can be rescued from the mire of ignorance and rendered an asset to the nation.

"Now I want to refer to two other points."

The hon. the PRESIDENT :—"It is time that the House should rise."

B. POCKER SAHIB Bahadur :—"Then I shall reserve what I have further to say for to-morrow."

The hon. the PRESIDENT :—"The House will now adjourn and meet to-morrow at 11 a.m.

IV.—PAPERS PLACED ON THE TABLE OF THE HOUSE.

[a] (1) *Statement relating to the assault of Mr. M. P. Narayana Menon, with reference to the undertaking given by the hon. the Law Member on the 13th March, in answer to question No.* 596.

[b] (2) *G.O. No.* 148, *Development, dated 2nd February* 1931, *recording the audit report of the Kerala Soap Institute, Calicut, for the year ending* 31*st March* 1930.

R. V. KRISHNA AYYAR,
Secretary to the Legislative Council.

[a] Printed as Appendix II on pages 508—510 infra.
[b] Printed separately.

APPENDIX I.

[Vide answer to question No. 675 asked by Mr. Basheer Ahmed Sayeed at the meeting of the Legislative Council held on the 23rd March 1931, page 441 supra.]

Number and name of each range of Deputy Inspector (Muhammadan).	Headquarters of the range.	Extent of the range (jurisdiction of each Deputy Inspector).	Number of boys' Elementary schools in the range on 31st December 1930.	Remarks.
1. Vizagapatam.	Waltair ..	Ganjam, Vizagapatam and East Godavari districts (including agencies).	149 (a)	(a) Excludes 12 Secondary school Urdu classes.
2. Bezwada ..	Bezwada ..	West Godavari and Kistna districts.	130 (b)	(b) Excludes 7 Urdu sections in non-Muslim schools.
3. Guntur ..	Guntur ..	Guntur district and Podili and Darsi divisions of Nellore district.	187 (c)	(c) Excludes 3 Urdu sections in non-Muslim schools.
4. Kurnool ..	Kurnool ..	Kurnool district	140 (d)	(d) Excludes 1 Urdu section in a non-Muslim school.
5. Bellary ..	Bellary ..	Bellary and Anantapur districts.	184 (e)	(e) Excludes 25 Urdu sections in non-Muslim schools.
6. Cuddapah.	Cuddapah ..	Cuddapah district ..	160	
7. Madras ..	Madras ..	Madras and Chingleput districts, Tindivanam, Gingee, Villupuram, Chidambaram and Cuddalore taluks of South Arcot district.	85 (f)	(f) Excludes 3 Urdu sections in non-Muslim schools.
8. Vellore ..	Vellore ..	North and South Arcot districts (excluding portions included in No. 7).	159 (g)	(g) Excludes 2 Urdu sections in non-Muslim schools.
9. Tanjore ..	Tanjore ..	Tanjore district	102 *	* Number as it stood on 31st March 1930.
10. Trichinopoly.	Trichinopoly.	Trichinopoly district, Dindigul, Palni, Periyakulam and Bodinayakanur municipalities, Dindigul, Palni, Nilakottai and Periyakulam taluks of Madura district.	61 (h)	(h) Excludes 5 Urdu sections in non-Muslim schools.
11. Coimbatore.	Coimbatore ..	Coimbatore, Salem and the Nilgiris districts.	90 (i)	(i) Excludes 28 Urdu sections in non-Muslim schools.
12. Ramnad ..	Madura ..	Madura municipality, Madura, Melur and Tirumangalam taluks of Madura district, Sivaganga, Tirupattur, Tiruvadanai, Paramakudi and Ramnad taluks of Ramnad district.	87	

Number and name of range of each Deputy Inspector (Muhammadan).	Headquarters of the range.	Extent of the range (jurisdiction of each Deputy Inspector).	Number of Boys' Elementary schools in the range on 31st December 1930.	Remarks.
13. Tinnevelly.	Tinnevelly ..	Tinnevelly district, Virudhunagar, Sivakasi and Srivilliputtur Municipalities and Srivilliputtur, Sattur, Aruppukottai and Mudukulattur taluks of Ramnad district.	114 (j)	(j) Excludes 1 Urdu section in a non-Muslim school.
14. Kanara ..	Mangalore ..	South Kanara district ..	127	
15. Chittoor ..	Chittoor ..	Chittoor district and Nellore district (excluding Podili and Darsi divisions).	134 (k)	(k) Excludes 28 Urdu sections in non-Muslim schools.
		Total ..	1,909 †	† Excludes 115 Urdu sections in non-Muslim schools.

NOTE.—The statement excludes Mappilla schools in Malabar for which there is a separate inspecting staff.

APPENDIX II.

[Vide item IV—Papers placed on the Table of the House at page 506 supra.]

LAW (GENERAL) DEPARTMENT.

STATEMENT TO BE PLACED ON THE TABLE OF THE LEGISLATIVE COUNCIL.

With reference to the undertaking given by the hon. the Law Member on the 13th March 1931 in answer to question No. 596, the following statement is placed on the table of the Legislative Council:—

Statement.

On the 10th February 1931, M. P. Narayana Menon who was confined in the Madras Penitentiary was assaulted by a convict called Nallaperumal Tevan. The injuries inflicted were as follows:—

(1) A contused abraised wound 1″ in diameter on the left cheek bone.

(2) A contused wound 1″ in diameter on the right side of the forehead.

(3) A small abraised wound on the left knee-cap.

(4) A small abraised wound lower third back of left forearm.

(5) A small contusion on the left parietal eminance.

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He was examined by the Medical officer of the Jail, Major S. C. Contractor, I.M.S., and the Sub-Assistant Surgeon on duty. His injuries were not serious. His health also was not found to be seriously affected on account of the assault.

2. The Superintendent of the Jail made enquiries to ascertain the cause which led to the assault. The statements of the two persons chiefly concerned and of the jailor were obtained and they are reproduced below:—

Statement of Nallaperumal Tevan.

"Narayana Menon gave evidence in a certain case in December and as the Superintendent believed him I was fined 10 days' remission. This convict Narayana Menon has been exercising considerable influence over all the convicts of the jail. Yesterday morning after the Monday morning inspection by the Superintendent, Narayana Menon called me a dog and told me that I was disturbing him in his sleep at night by making noises. I was very angry with him as he has done me much harm. Yesterday morning before the inspection Narayana Menon went and reported me to the jailor. I did not fall in at yesterday's inspection because of this. Therefore I assaulted Narayana Menon to-day."

Statement of M. P. Narayana Menon.

"I was passing urine in my bath room after 12 o'clock just before going to my work. I heard some one coming. I thought it may be totie (scavenger) and when I was just getting up I recognized Perumal and he began to beat me. I did not report him to the jailor yesterday before inspection. I did not call him a dog yesterday, and did not talk to him at all. I do not believe that he has any grievances against me and he has not done it on his own."

Statement of Mr. A. J. Gonsalves, jailor.

"Convict No. 1695 Nallaperumal Tevan in his statement to the Superintendent on 10th March 1931 said that convict No. 2607 M. P. Narayana Menon had reported him to me on the morning of 9th February 1931 as having disturbed him (Narayana Menon) the whole night by shouting in his cell. Narayana Menon made no such report to me."

As a result of this enquiry, Nallaperumal Tevan was awarded 25 stripes.

3. Narayana Menon was in the Penitentiary for a period of 7 years, 3 months and 27 days and during this period he was not previously assaulted by anybody. It appears, however, from the evidence of Nallaperumal Tevan that he had a grudge against Narayana Menon as he believed that he had been punished by the Superintendent on the strength of the evidence given by Narayana Menon. It has also been ascertained that there was no misunderstanding between Narayana Menon and the jailor or other jail authorities.

4. There is no out-quarantine in the Penitentiary. Nallaperumal Tevan was confined on disciplinary grounds at night in a block of cells usually set

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aside for condemned prisoners and disciplinary cases. He had been transferred to this block some 10 days previous to the assault on Narayana Menon. The enclosure situated near this block is reserved for under-trial prisoners and Nallaperumal Tevan was not confined in this enclosure.

On the day on which the incident took place no other convict occupied the block except Nallaperumal Tevan. Convicts were confined previously and have been confined subsequently in this block on disciplinary and other grounds.

5. All possible precautions are taken against indiscipline of this kind. The rules relating to general discipline, as laid down in the Jail Manual (Chapters XVIII and XIX of Jail Manual), are enforced.

U. RAMA RAO,
Secy. to Govt., Law (General) Department.



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